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ABSTRACT

This summary of a colloquium on leadership issues and challenges for the 1990's is comprised of six chapters addressing different colloquium themes. Chapter 1, "The National Agenda for Community College Student Affairs: Addressing Priorities for the 1990s," by Deborah L. Floyd, describes the Leadership Agenda developed by representatives from the National Council on Student Development, the American College Personnel Association, the League for Innovation in the Community College, and the National Association of Student Personnel Administrators. Chapter 2, "The Road Taken," by George Vaughan, discusses how student development professionals can prepare for college leadership positions. Chapter 3, written by five community college presidents, presents "Presidential Expectations of Student Development Leaders for the 1990s." In chapter 4, "Student Advising: The Sine Qua Non of Student Development," George Baker, III and Hank Hurley consider the increasing importance of student advising, and stress the necessity of collaboration between student affairs and instructional staff. Chapter 5, "Outcomes Assessment: What Role for Student Development," by Charles Dassance, describes Project Cooperation, a special student outcomes assessment project. Finally, in chapter 6, "Thinking Globally/Acting Locally," John S. Keyser discusses approaches for the development of broadened perspectives and global and holistic leadership strategies. Appendixes review colloquium sessions and provide a worksheet for action-oriented leadership. (PAA)

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TOWARD MASTERY LEADERSHIP: ISSUES AND CHALLENGES FOR THE 1990s

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Summary Report of the NCSD Colloquium
Hilton Head, South Carolina
October, 1990

Edited by
Deborah L. Floyd

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ACT

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ACKNOWLEDGEMENTS

Jo Roper

Colloquium Coordinator
President Elect, NCSD

The success of the seventh annual National Council on Student Development (NCSD) Leadership Colloquium was made possible because of the contributions of many persons and organizations. NCSD has been fortunate to have the continued support of American College Testing Program and the League for Innovation as partners in this annual venture.

Appreciation is also extended to Dr. Lex Walters, President, Piedmont Technical College, Greenwood, South Carolina for his outstanding support of National Council on Student Development activities, and especially for this colloquium. Having served as an AACJC Board member as well as Chairman of the President's Academy, he understands the important contributions that affiliate councils can make to a college.

Gail Quick, Technical College of the Low Country, Beaufort, South Carolina secured the hotel location for the conference in beautiful Hilton Head Island, South Carolina. Participants were also delighted to receive a sand dollar as a souvenir from Gail and the beach.

A special note of thanks to Dr. George Baker, University of Texas - Austin, who so capably served as our facilitator throughout the colloquium.

NCSD appreciates the work of Dr. Deborah (Debbie) Floyd, President of Prestonsburg Community College, Prestonsburg, Kentucky in serving as the editor for this monograph. She devoted many hours to coordinate all phases with the presenters and with the American College Testing Program, who so graciously published this document. Glenda DeLeon, Garland, Texas deserves many warm thanks for typing various revisions and for formatting the text for printing by ACT.

It is hoped that this publication will be an important resource for community college leaders. Copies of this report have been sent to each National Council on Student Development member. Additional copies may be purchased for $6 each (5 or more copies at $5 each) from NCSD. To order contact Jo Roper, Vice President Student Services, Piedmont Technical College, Emerald Road, Greenwood, South Carolina 29646 (803/223-8357).

Finally, the participants selected for this year's colloquium made outstanding contributions throughout the week. All left with a sense of renewal and returned to their respective campuses to implement many of the ideas that surfaced during the week.

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Thank you, all, for your contributions!

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INTRODUCTION

Deborah L. Floyd
Monograph Editor

Over 50 speakers and participants attended the Seventh Annual Leadership Colloquium sponsored by the National Council on Student Development, the American College Testing Program, and the League for Innovation in the Community College. The picturesque setting of Hilton Head, South Carolina, proved to be an outstanding location for this October 24-27, 1990, colloquium.

Each of the last six colloquium programs had a specific theme or focus and this seventh year was no exception. As we forge ahead into the 1990s and move closer to the year 2000 many believe that we need to reassess and refocus many of our efforts, especially in the leadership arena. Thus, our theme for 1990 was leadership issues and challenges.

Leadership issues and challenges is not a topic that can be adequately covered in one colloquium. In fact, each of the programs in the past six years has focused on leadership in one form or another and this 1990 program was actually the first of a two-part series on leadership issues for the 1990s. The 1991 colloquium (scheduled for October 20-23 Myrtle Beach, South Carolina) will also address leadership issues and challenges and cover various topics in more depth, especially the national agenda described in Chapter 1.

The format for this 1990 colloquium was a potpourri of presentations, panel discussions, and interactive opportunities to discuss various professional and leadership issues. Because of the varied format, not all of the colloquium programs are represented in these six chapters and appendices.

An important program that is not described in this monograph was the one conducted by an outstanding group of student development leaders who discussed their career paths. Their stories, backgrounds, and experiences were quite varied, ranging from careers in professional tennis to teaching to university minority affairs to entering the profession directly from undergraduate studies. These leaders who shared their candid views about leadership and their careers included Jackie Tulloch, Charles "Chick" Dassance, Walter Bumphus, Gail Quick, Linda Dayton, Ken Atwater, and Bob Keys.

Another important program described in Appendix A but not represented in a complete chapter, was an experiential session conducted by Hannah, Ewing, and Associates titled "Cultural Diversity in the Two Year College." As noted in Chapter 1, cultural diversity is one of the five areas identified as a major national priority for the 1990s and an issue that certainly will be covered in-depth in many other programs, including the 1991 colloquium. In addition, George Baker did an outstanding job of serving as the facilitator and conducting several discussions and sessions on leadership, including expectations for leaders in the 1990s. Unfortunately, all of his contributions are not adequately reflected in this monograph.

A new and interesting group that is represented in this monograph is the work of a small team of professionals self-labeled as "The Breakfast Club." This group met for breakfast each morning of the colloquium to discuss the national agenda, professional priorities, and processes and plans for action and input. They generated valuable ideas

that were extremely useful in the preparation of Chapter 1. In fact, the original idea for Project Action, described in Chapter 1, came from the energetic contributions of these early morning risers. Membership in The Breakfast Club was open and based on desire, interest, and attendance. The founding members of the Breakfast Club are: Grace Ann Davis, Deborah Floyd, Diane Lane, John Letts, Marlena K. Mackie, Sandi Oliver, John Roth, and Lynn Wonnacott. John Keyser joined the Club the last day of the colloquium.

Chapter 1 includes a description of the Leadership Agenda developed by the Interassociation Council comprised of representatives from the National Council on Student Development, the American College Personnel Association, the League for Innovation in the Community College, and the National Association of Student Personnel Administrators. This chapter also includes ideas and thoughts from The Breakfast Club members and Interassociation Council members. Project Action is a new project that is briefly described in Chapter 1 and Appendix B. The purpose of Project Action is to stimulate action and synergistic energy about the national agenda priorities. Appendix B includes worksheets to assist with solicitation of input and information about this important statement. The primary focus for the 1991 Colloquium scheduled in Myrtle Beach, South Carolina, will be this national agenda.

Eleven authors contributed to the six chapters in this monograph. Of the 11, seven are (or have been recently) community college presidents. One of the 11 is currently a provost. Thus, the flavor of this monograph clearly is reflective of their views.

Therefore, it seems most appropriate that one of the first chapters is written by a former community college president, outstanding leader, and noted author turned professor who addresses "The Road Taken." In Chapter 2, George Vaughan notes that the student development profession is the "road less taken" toward a community college presidency. Based on his extensive experience as a president, author, and researcher, he offers his candid and sometimes humorous advice on how student development professionals can prepare for leadership challenges for the future and how to prepare for a presidency.

Chapter 3 is a lengthy and rich chapter written by five community college presidents who describe their expectations for student development leaders. These valuable insights from the perspective of presidents provide a pragmatic look at the profession of student development as seen through the eyes of presidents.

In Chapter 4, George Baker and Hank Hurley describe the leadership issue of student advising as the "Sine Qua Non" of student development. They discuss the importance of advising as an issue and stress the necessity to collaborate among student affairs and instructional colleagues. In light of the increasing diversity of our student enrollments, Baker and Hurley stress the increasing importance of academic advising as a priority on community college campuses.

Charles "Chick" Dassance took the lead in writing Chapter 5, which is a discussion of the many factors related to identifying an appropriate role for student affairs in outcomes assessment. The chapter also includes a brief description of the student outcomes assessment project called "Project Cooperation." John Roth, with the American College Testing Program and Barbara Keener, on behalf of the National Council on Student Development, also contributed to the information contained in this chapter.

John S. Keyser challenges us in Chapter 6 to think globally and act locally. As the current chairperson of the AACJC Board of Directors and a former president of the National Council on Student Development, John Keyser's opinions and thoughts are insightful and reflect about his personal style as well as

the style of many former NCSD leadership colloquia.

This publication will be introduced at the 71st Annual Convention of the American Association of Community and Junior Colleges in Kansas City, Missouri. The theme of this convention is "Celebrating Diversity." It seems timely and appropriate that this monograph is actually the first in a two-part series to "celebrate" the diverse leadership issues and challenges of the 1990s. The perspectives presented are merely offered as catalysts to encourage diverse dialogue, discussions, and action on these important issues and challenges for the 1990s.

Thank you, National Council on Student Development, the American College Testing Program, and the League for Innovation for giving me this opportunity to work with such a diverse and outstanding group of community college educators and leaders. Serving as your editor has been a delightful experience!

1

THE NATIONAL AGENDA FOR COMMUNITY COLLEGE STUDENT AFFAIRS ADDRESSING PRIORITIES FOR THE 1990s

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The old adage that "The best way to get something done is to begin" rings true especially as we attempt to provide focus and direction to our profession. As we are approaching the end of this century, the time has come for us to begin the process of establishing and realizing our professional agenda and priorities in the field of community college student affairs.

Those of us who were in this profession in the 1970's are aware that our primary agenda at the time was that of student development education. Beginning with the work of the Commission on Professional Development of the Council of Student Personnel Associations in Higher Education (COSPA, 1970), the use of the term "student development" gained momentum throughout the 1970's and most of the 1980's.

But, by the 1980's many of us either never clearly understood or were gradually losing our sense of focus and mission--our agendas and priorities were not clear. In fact, Elsner and Ames (1983) strongly suggested that community college student affairs programs should be redesigned with new approaches and noted that we should determine our "reason for being." Although many of us were actively involved in various institutional issues such as assessment, institutional effectiveness and student success programs, as a profession, our "reason for being" agendas and priorities were not always crystal clear.

In response to the perceived need for a focus, the National Council on Student Development and the American College Testing Program sponsored the first Leadership Colloquium in Traverse City, Michigan in 1984. Facilitated by Terry O'Banion, a historical outcome of the meeting was the "Traverse City Statement," which identified issues and challenges facing community college student development professionals at the local, state, and national levels (Keyser, 1985). John Keyser edited the first of a series of monographs published by ACT on leadership issues in the community college student development arena. Every year since 1984 an aspect of leadership has been the focus of the annual colloquium and a monograph has been published (Keyser, 1986; Keyser and Floyd, 1987; Floyd, 1988; Schuette and Giles, 1989; Keys, 1990; Floyd, 1991).

The 31 colloquium participants who drafted the first Traverse City Statement in 1984 made a major contribution to the profession by identifying national issues and challenges such as: quality and student outcomes; strengthening partnerships with community constituencies; strengthening partnerships with internal and campus constituencies; creatively managing resources; using educational technology; and integrating student development into the education experience (Keyser, 1985).

However, after the publication and distribution of the Traverse City Statement in 1985, some "loving critics" of our student development profession expressed concern that this statement was not representative of all community college student development issues and perspectives. It is important to note that the statement was never intended to be a national agenda, especially since the process for its development did not include representatives from the four major professional organizations. Nevertheless,

this statement provided a major contribution to the literature as it helped us focus on the need for a national agenda and plan. We also became keenly aware that the process for the development of this agenda must include representatives from our major professional groups of the American College Personnel Association, the National Council on Student Development, the National Association of Student Personnel Administrators, and the League for Innovation in the Community College. Our professional colleagues will offer support if they are included in the collaborative process.

Historically, significant professional statements in student affairs have been written collaboratively. The first Student Personnel Point of View of 1937 (ACE, 1937) and the subsequent revision of 1949 resulted from the work of various student affairs leaders. The COSPA model of the 1970's and the closely related Tomorrow's Higher Education (T.H.E.) Model (ACPA, 1975) each proposed directions for the profession as determined by student affairs leaders representing various perspectives.

These statements have served as instrumental guides for the student affairs profession, but none of them addressed the arena of community college student affairs. As community college student affairs professionals, we often pride ourselves in our work with students, to teach and counsel them about the importance of planning and setting priorities, especially those related to academic and career ventures.

A student without a plan (or academic road map) will likely achieve less than one with a plan. Such is the case in our profession. We need a plan to help us "fine tune" our "reason for being" and move forward with a clear agenda through the 1990s and on to the year 2000. The time has come for community college student affairs professionals to collaboratively develop and support our own professional agenda. We need our own statement.

In response to the challenge, meetings have been held for over three years with representatives from the following organizations: Commission XI of the American College Personnel Association, the National Council on Student Development, the Community College Network of the National Association of Student Personnel Administrators, and the League for Innovation in the Community College. The leaders from the first three of these four professional associations have since labeled themselves the Interassociation Group. In April, 1990, during the AACJC Convention the Interassociation Group agreed on the content of a national agenda for community college student affairs. Each representative accepted the charge to take the finalized agenda back to their respective organizations and to develop ways to utilize this work. The Interassociation Group believed strongly that action plans would be needed to fully implement this agenda and that the agenda should assume a major priority within each association, i.e. conferences, newsletters, and other professional ventures.

Thus, the Interassociation Group has agreed on a national agenda and we finally have our statement as follows:

STUDENT AFFAIRS NATIONAL AGENDA IN TWO-YEAR COLLEGES: PRIORITIES FOR THE 1990s

Two-year colleges face a number of critical issues in the '90s. Successfully responding to the issues requires careful and creative thinking AND collaboration on the part of instructional and student affairs personnel. During a decade of increasing demands for accountability and diminishing resources, it is essential that student affairs professionals assist in keeping the focus of institutions on STUDENTS, their needs, and the quality of the educational experience being provided for them.

The three major professional associations for student affairs practitioners in two-year colleges have jointly developed a list of priority issues to be addressed. The National Council on Student Development (an affiliate council of the American Association of Community and Junior Colleges), Commission XI (a commission of the American College Personnel Association, focusing on student development in two-year colleges), and the

Community College Network (a task force of the National Association of Student Personnel Administrators) jointly endorse addressing the priorities listed below.

1. ***Identifying and responding to the challenge of Student Diversity***

   With increasing numbers of students coming to college with different cultural backgrounds, ages, learning abilities, and special needs, student affairs should address the following questions:

   - *What are the ethical issues associated with admitting students whose learning needs cannot be met by the college?*
   - *How can student and staff attitudes be developed to foster sensitivity toward and appreciation of difference in others?*
   - *How do institutions actively promote staff diversity?*
   - *How do institutions evaluate programs and services to assure that the diverse cultural needs of students are met?*

2. ***Defining and contributing to Institutional Effectiveness, particularly in regard to outcomes for students***

   Defining and measuring institutional effectiveness, including the assessment of student outcomes, offers a significant opportunity for student affairs professionals. Questions to be addressed are:

   - *How can student affairs collaborate to assure that student development outcomes (e.g., self-direction, independent decision-making, clear purpose, etc.) are included among community college statements of expectations for students?*
   - *What institutional effectiveness indicators should be stated for the student affairs program?*
   - *What mechanisms are appropriate for measuring student development outcomes?*
   - *How can student affairs contribute to the assessment of student outcomes?*

3. ***Conducting Research Focusing on Student Success and Contributing to the Body of Higher Education Literature***

   It is important for student affairs practitioners to conduct research within their area of professional interest. Moreover, representation in published research related to student affairs in two-year colleges is inadequate. Questions to be addressed are:

   - *What skills do student affairs professionals need in order to conduct applied and/or publishable research?*
   - *How can practitioners in student affairs be encouraged to publish their research, ideas and share the results of their efforts?*
   - *How can graduate-level preparation programs be encouraged to direct research to student affairs in two-year colleges?*

4. ***Providing effective institutional Leadership for student affairs***

   Student affairs professionals, individually and collectively, must promote the development of leadership within the profession. Questions to be addressed are:

   - *What can institutions do to promote and support leadership development in student affairs?*
   - *How can student affairs graduate-level preparation programs be encouraged to include leadership*

development opportunities for individuals preparing for or working in two-year colleges?

5. ***Assuring staff competency and vitality through <u>Staff Development</u>***

   Especially for practitioners who have been in their role for many years, there is a critical need for updating skills and maintaining attitudes supportive of professional growth. Questions to be addressed are:

   - *What are the skills necessary for practitioners in student affairs to be effective in their roles?*
   - *What can institutions do to promote and support staff development opportunities for student affairs professionals?*

This Interassociation statement outlining our agenda and priorities for the 1990s will only be useful if professionals at the grassroots level find utility in it. Thus, during the October, 1990 National Council on Student Development leadership colloquium, the Interassociation Group met and agreed to launch a project called "Project Action" as a grassroots effort to gain involvement of professionals at all levels in this important agenda. Based on this work and the recommendations of a small group of professionals who called themselves the "Breakfast Club," and the directions from the Interassociation Group, the following "Project Action" agenda was adopted:

1. Attempts will be made to have the American Association of Community Junior Colleges (AACJC) Board of Directors endorse this priority statement and to help with distribution.

2. The priority statement will be included in the monograph published as a result of the October, 1990 leadership colloquium. Worksheets designed to generate dialogue and increase involvement will also be included.

3. Deborah (Debbie) Floyd and Charles (Chick) Dassance will co-coordinate a process for gathering information about the five national priorities. The process will be named "Project Action" and will focus on grassroots efforts of practitioners.

4. "Project Action" worksheets will be included in the monograph introducing the statement in efforts to encourage professionals to submit information about each of the five priorities. This information will be used in numerous ways, including the preparation for the 1991 Leadership Colloquium and a 1992 National Conference. The worksheets should ask for information on the topic (and examples) from a national, state, college and individual perspective. Much effort and energy has been devoted to Project Action and more will be expected in the future.

5. The National Council on Student Development will agree to focus its 1991 Leadership Colloquium on these five national priorities as described in the statement: Student diversity, institutional effectiveness, student success research, leadership, and staff development.

6. The Interassociation Group will explore the logistics (including the funding and a site) for an October 1992 national conference to focus on the statement. This national conference will be open for all professionals and separate from the 1991 NCSD Leadership Colloquium on the topic.

7. A major focus of the Interassociation Group meeting in April, 1991, at the AACJC Convention should be the 1992 national conference.

8. The National Council on Student Development will take the lead on Project Action with the involvement of Commission XI of ACPA and the Community College Task Force of NASPA.

9. The Breakfast Club will be encouraged to continue meeting as an informal network and to offer contributions to the Interassociation Group.

At this writing, the following has been implemented or planned:

1. Efforts are being made to have the AACJC endorse this statement. The status is hopeful, yet pending.

2. The priority statement is being published in this monograph as a part of Chapter 1. Worksheets are included in Appendix B and are offered as guidelines for input from practitioners in community college student development areas.

3. The 1991 NCSD Leadership Colloquium focusing on this statement will be held October 20-23 in Myrtle Beach, South Carolina. Applications will be available in May, 1991, and only NCSD members will be selected for participation.

4. The status of the October, 1992, conference is pending but the matter will be discussed at the 1991 AACJC Conference.

These are exciting times in the profession of community college student affairs. We have opportunities to reflect on our past and join together to prepare for our future by focusing on these priorities for the 1990s. We finally have a statement that our leadership developed collaboratively based on a focus that is uniquely ours and ours alone in community college student affairs. We have created a structure called "Project Action" designed to help us channel our dialogue and discussion about these important priorities and agendas. We have an opportunity to "rally around" substantive issues that have true form--five priorities that are pragmatic and that can take us in a unified fashion to the year 2000. Student diversity, institutional effectiveness, student success research, leadership, and staff development are each very rich and important priorities for this decade.

In the 1990s, community college student affairs professionals will have a historic opportunity to embrace our critics with a unified approach to our profession--a "National Agenda on Community College Student Affairs: Priorities for the 1990s."

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2

THE ROAD TAKEN

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Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could . . .

Then took the other, as just as fair,
And having perhaps the better claim.
Because it was grassy and wanted wear; . . .

(Frost, 1960)

Most of you recognize the well known lines from Robert Frost's poem, "The Road Not Taken." In preparing my remarks for today, it seemed to me that Frost's road less traveled would be an appropriate metaphor for those of you who have chosen to travel the student development road, for as I examined the pathways to the community college presidency, I found the student development road to be the one less traveled when compared to instructional services.

And when those of you here today chose to become student development professionals, when you came to that point in your own career where the roads diverged, one leading to student development and the other to instructional services, you made your choice. Thus, instructional services became, for most of you, the road not taken. What does it mean that you took one road and not the other? What is the meaning of your choice to be student development leaders rather than instructional leaders? I pose these questions knowing that they cannot be fully answered. They do, however, provide a focus for examining the leadership role of student development professionals.

Here I should pause to point out that I am not an authority on student development nor have I ever claimed to be one. On the other hand, I have tried to keep up with the field and to understand how student development professionals fit into the community college leadership picture, always viewing student development as being critical to the community college's success.

Rather than viewing leadership through the eyes of the student development professional, my perspective on leadership has been shaped by the community college presidency. I served as a president for seventeen years and spent the last five years or so studying the presidency. Recently I took a rather detailed look at the community college dean of instruction's position, not so much because I was interested in that position as because I was interested in what the community college presidency of the future might look like. What I will share with you today is based upon my practical experiences and upon my research. I will conclude by suggesting to you how the leadership role of student development professionals might be enhanced.

Leadership: Some Observations

I make no apologies for the perspective I bring to leadership, for I know that those of you in the audience have more than a passing interest in the presidency. Moreover, I assume that your interest stems from one of two sources, or perhaps from both sources concurrently: you either want to be a president or you have to work for one. Believe me, as I discovered quite early in my career and have recently had re-enforced, it is a lot more fun to be a

president than it is to work for one, especially if the one you work for is lazy, incompetent, or just plain nasty. Of course, none of you have these problems.

Before sharing some facts and figures with you, a few general comments on leadership may be helpful. As community college leaders, you should keep in mind that you are in the right place, in the right position, at the right time to make a major impact on the future of the community college and therefore on the future of our nation. The community college is important and will likely become more important as we work to assimilate an ever-increasing minority population into the work force and as we work to match job skills with job requirements.

In spite of my decision to join a university faculty, I believe that the most exciting and most important leadership positions in all of higher education are in community colleges, and this is not just more of the community college rhetoric you have become accustomed to hearing and ignoring. Having said this, I believe that a number of you here today should aspire to the community college presidency. You should keep in mind that the great majority of the presidents who will lead the community college into the next century are currently employed in a community college today. This means that if you do not aspire to become a president you should start being even nicer to your colleague down the hall.

Another point I should make in the beginning is that any discussion of a subject as complex as leadership in the community college will, by definition, be incomplete. Indeed, after my seventeen years as president and after having just completed my third book in which leadership is an important focus, I realize the complexity and importance of leadership.

How complex is it? One shrewd observer notes that leading professionals and students in a community college is like herding kittens. Or, one might draw the analogy between leadership in the community college and dairy farming. The old dairy farmer, when asked what he didn't like about dairy farming, replied: "The cows won't stay milked." Well, as each of you knows, what many of us don't like about community college leadership is that the individuals we are leading won't stay led. And, unlike the dairy farmer who milked the same cows each day, the community college leader must face an ever-changing set of challenges. In my 1986 book on the community college presidency (Vaughan, 1986), I noted that understanding leadership is much like trying to lasso an eel: once you have it in tow, it slips away. Perhaps the most practical advice for you as leaders comes from the British Foreign Service, where its officers are told before going into the field never to tell the whole truth, never to tell a lie, and never to miss an opportunity to go to the bathroom.

But no matter how complex the subject, we who have been born to lead or who have had leadership thrust upon us, must attempt to understand leadership and thereby improve ourselves as leaders.

As leaders, you must realize that title alone does not mean that you are a leader and, just as importantly, you need to realize that your title should not hinder your ability to lead. Some presidents are leaders, some are not; some deans are leaders, some are not; some faculty members are leaders, some are not. On the other hand, holding a position of high status does enhance one's ability to lead. For example, people expect presidents and deans to lead, so when they exert leadership, there is a tendency to accept it. Also, positions such as these offer the incumbents a forum for exercising leadership. Indeed, the expectations that go with a position heighten the possibility that the person in the position will lead. Unfortunately, as student development professionals, you sometimes have to work extra hard to assure that the expectations are just as high for your position as they are for instructional positions, but in spite of this, indeed, because of this, you must use your position as a forum.

The leader is not and cannot be good at everything. But if you are good at planning and not good at following through with the plan, you certainly had better get someone on your team who can fill the gap. Pick the best people possible, and do not look for clones. Harry Truman was noted for surrounding himself with excellent people, as was John Kennedy. Richard Nixon's people all tended to look alike and think alike, as did Ronald Reagan's. If you have great vision, dream big dreams, but have little tolerance for detail, you must have a member on your team who is good at details. At times leaders worry about the loyalty of those who work with them. Pick good people. Loyalty will follow, assuming the people you choose buy into the mission of the institution.

As a leader, you are an agent of the people you represent. As student development professionals, you must realize that you represent the total college, as well as certain segments of the community often ignored by other members of the college community, and continually broaden your vision to include more than student development services.

Indeed, student development services must be the means through which you exercise leadership, and not an end in itself. Others, including the president and the academic dean, must have a vested interest in what is happening in your part of the organization and what it means to them as professionals. Call it shared authority, collegiate governance, commitment, or whatever, but make sure you are not out there alone anymore than is necessary. This advice seems especially relevant for student development professionals, for too often the teaching faculty seem to shy away from making your vision their own. I should add that occasionally you must go it alone, for leadership is not a popularity contest.

No matter how good you are as a leader, you will be misunderstood on occasion, for leadership itself is not very well understood in our society. While you may be loved, rarely are a lot of people standing in line to say "thank you." No matter how high the pay increase, no matter how many windows are in the office, no matter how many promotions you endorse, or no matter how many students are saved from a life of poverty and perhaps crime you might not be appreciated. Indeed, as suggested by the dairy farming analogy, providing leadership is a continuing challenge.

The Presidential Pipeline

As I suggested above, you simply must be concerned with who is in the presidential pipeline. I would even go so far as to say that for those of you in student development to ignore the presidency as a career field, or to shrug your shoulders, implying that you could care less who is president, is naive. Future presidents will affect not only the direction of the community college, but of student development, and of your own career. So, if you are going to continue to work in a community college, your investment in the presidency is great, even if the pathway to the presidency becomes another road not taken for you personally. On the other hand, if the presidency is your goal, it might help you to know your competition.

In 1986, I published a study entitled The Community College Presidency. One of the questions I examined in this study was what pathway those currently serving as community college presidents followed. Modesty aside, I felt good about the book, believing that perhaps I had said something useful about community college leadership. Upon completing the book, I promised myself and, more importantly, promised my wife Peggy that I would never, ever, write another book. Moreover, writing the book while serving as a president almost killed me. So what did I do? I resigned from the presidency and became a professor. And what are professors supposed to do? Write books, of course.

Well, I began at once to continue my study of the community college presidency. The result was that in 1989 I published Leadership in Transition: The Community College Presidency. Peggy forgave me for breaking my promise, for she understood that I had to write if I were to profess, or at

least if my professing were to have legitimacy. I should add that I discovered something important during my own leadership in transition when I moved from a presidency to a professorship--I discovered that while president my writing was my avocation, not my vocation. In my new position, however, writing became an important part of my vocation. And everyone knows that one's avocation is a great deal more fun than one's vocation.

To the surprise of almost no one, I discovered in the two studies that the most often traveled pathway (but let me emphasize not the only one) to the presidency was the academic one, with the academic dean's position being the most important stepping stone on the pathway. This fact aroused my curiosity enough for me to want to know what pathway academic deans had followed on their way to the deanship for, after all, a number of them would be presidents. The result was Pathway to the Presidency: Community College Deans of Instruction (Vaughan, 1990).

What, then, is the pathway to the presidency? The following is a break down of the 590 presidents who responded to my survey:

- Over 38 percent (226 presidents) had served as the chief academic officer of a college prior to assuming the presidency;
- Over 12 percent (72 presidents) moved into the presidency from a position of vice president (many vice presidents function as the college's chief academic officer);
- Almost 8 percent were deans of student services;
- Over 7 percent came from the public schools;
- Almost 5 percent were chief business officers;
- Close to 5 percent were deans of community services (dean of continuing education), another position on the academic side of the fence;
- Over 4 percent came from four-year colleges and universities;
- Close to 2 percent held state-level positions; and
- Over 15 percent came from a variety of positions, including assistant to the president, Title III coordinator, director of admissions and records, director of personnel, athletic director, division chair, faculty member, acting president, etc., with fewer than a dozen having come from positions outside education (e.g., attorneys, corporate officers).

As you can see, the pathway to the presidency has many branches. I shall digress for just a moment. Some of you in this room became a bit frustrated with me when I pointed out that the most important single pathway to the presidency had been the academic route. I have also been very careful to point out that the academic pathway is not the only one.

Indeed, approximately 50 percent of the current presidents did not travel the traditional academic route. So, is the glass half full or half empty from your perspective? One of the disturbing discoveries, at least from my perspective, was the small percentage of presidents who had been deans of student services prior to assuming the presidency. One would think that if the dean of student services is equal to the academic dean on the organizational chart, that more would move into the presidency.

In the study of the dean of instruction's position, I was especially interested to know who, to change metaphors, was in the presidential pipeline, or at least the pipeline leading to the academic dean's office; who, in fact, would constitute the next generation of community college presidents,

assuming that the past is prologue to the future. I wanted to know if these current deans were different from current presidents, and if so, how.

I discovered the following:

- Over 29 percent of the deans of instruction occupied the division chair's position prior to assuming their first dean of instruction's position;
- 11 percent were either associate or assistant deans of instruction, thus, when taken in conjunction with the 29 percent who were division chairs, clearly establishing the traditional academic pipeline as the most important avenue to the deanship;
- Over 12 percent were faculty members;
- 9 percent were deans of student services;
- Over 9 percent were deans or directors of community services/continuing education;
- Almost 6 percent came from positions at four-year institutions;
- Over 2 percent were department chairs;
- Almost 2 percent were assistants to the president;
- Over 4 percent made lateral moves;
- Less than 1 percent were high school administrators;
- Less than 1 percent were directors of evening programs;
- The remainder (approximately 14 percent) came from a variety of sources such as former community college presidents, hospital administrator, director of guidance, executive director of a state-level commission, associate director of an accrediting agency; director of admissions, etc.

The pathway to the academic deanship is even more diverse than is the one to the presidency. In the study of the deanship, I devoted a chapter to female deans, one to Black deans, and one to Hispanic deans. I felt that if the community college is to serve the nation in the future as effectively as it can and should, we had better know who is in the presidential pipeline, especially since women already constitute a majority of community college students (approximately 53 percent) and, in the future, an even greater portion of the student body will likely be made of members of ethnic and racial minority groups. To put things in perspective, today, approximately 78 percent of the community college students are Caucasian, 10 percent are Black, 7 percent are Hispanic, 4 percent are Asian, and 1 percent are Native American. These percentages do not tell the full story, however, for 43 percent of all Blacks in higher education are enrolled in community colleges, as are 55 percent of all Hispanics, 41 percent of all Asians, and 57 percent of all American Indians, whereas community college enrolls 36 percent of the nation's Caucasian students. If one looks at the percentages of enrolled students, then it becomes clear that women and minorities have a greater stake in the success of the community college than does the white male.

A second point that you should keep in mind is that approximately 90 percent of the current community college presidents came from within the community college ranks, a percentage that is likely to be even higher in the future. Stated another way, the myth that community colleges turn to four-year institutions, to public schools, to business and industry, to the legal profession, or to anywhere other than internally for presidents is simply not true. Indeed, if I were giving advice on how to become a community college president, the second piece of advice I would give (the first is to get a doctorate) is to get a job in a community college.

The overwhelming conclusion I reached in my study of the academic deanship, assuming that past history is future reality, is that current academic deans and future presidents are mirror images of current presidents. The educational level of their mothers and fathers is essentially the same; the jobs held by their parents are essentially the same, although more mothers of presidents are homemakers than are mothers of deans; their attitudes toward scholarship are the same; and the educational level and background of current deans of instruction is almost the same as presidents. Even the spouses are similar, although more spouses of deans work outside the home than do spouses of presidents. And, believe it or not, deans take on the average 13 days of vacation each year, exactly the same number of days that presidents take; this is in spite of the fact that both deans and presidents earn over 20 days of vacation each year.

A point to consider is that if the community college presidency of the future is to be different from the presidency of today, the differences will likely come from the gender and, to a lesser degree, from the ethnic or racial background of the presidents, not from socioeconomic or educational diversity. Stated another way, regardless of gender, race, or ethnic background, future presidents--current academic deans--closely resemble the current white, male president in terms of the above categories.

Do you accept my conclusions? Or, are you going to make sure that diversity comes, in part, from more student development professionals entering the presidency? Can you, in the future, say that when you chose to take the road less traveled, that it made little difference in your ultimate career goal since the roads that diverged earlier in your career now come together into one leading to the president's office? I hope you will at least think about the questions.

Maybe I am kidding myself. Maybe the great majority of student development professionals have no desire to be a president. Even if this is the case, you still must consider whether the presidency should be more diverse in the future than is currently the case. If so, should more student development professionals become presidents? Should more women and minorities become presidents? Should we turn to the military? Business and industry? The government? Perhaps the use of the word "should" places the debate in more philosophical terms than is desirable. The more basic question is, "Will the presidency of the future include more diversity than it does today?"

Can this question even be answered? I think so, at least partially, if we examine who is in the pipeline. Briefly, who are the current academic deans, at least from the perspective of gender, race, and ethnicity?

In 1988, I surveyed the 1,169 individuals identified by the AACJC as the chief academic officers at the nation's public community colleges (Vaughan, 1990). Over 53 percent (619 academic officers) returned the survey. Of those returning the survey,

79 percent were male;

21 percent were female;

3.2 percent were Black;

1.8 percent were Hispanic;

2.0 percent were from other racial or ethnic minorities.

Let us assume that the 619 deans who returned the survey are representative of the 1,169 deans as a whole, a logical assumption for our purpose, I believe. Using the 1,169 as the base, who is in the pipeline leading to the presidency in terms of actual numbers?

- 923 of the current chief academic officers are male;
- 246 are female (58 female presidents were surveyed for Leadership in Transition);
- 1087 are white;

- 38 are Black (48 Black presidents were surveyed for Leadership in Transition);

- 21 are Hispanic; (18 Hispanic presidents were surveyed for Leadership in Transition); and

- 23 are from other minority groups.

The conclusion, the great majority of deans in the pipeline are white, with women representing a larger number than those who currently occupy the presidency (approximately 8 percent of all two-year college presidents, including private junior college presidents, are women.)

Of the 619 chief academic officers responding to the survey, 55 percent have the community college presidency as a career goal. On the average, they feel they can achieve the presidency in four years. Assuming those aspiring to the presidency are successful (and I believe most of them will be since there are approximately 127 community college presidential vacancies each year and most individuals who have reached the academic deanship and who want to be president have the edge), where does that leave us regarding women and minorities assuming the presidency?

Being generous, let us assume that 60 percent of the current female and minority deans of instruction assume the presidency in the near future. Of the current deans (and remember that over 50 percent of all community college presidents will likely come from this source), using 1,169 as the base, we can assume that of the current deans moving into the presidency, 148 will be female; 22 will be Black; 13 will be Hispanic; and 14 will come from other minority groups.

If racial and ethnic diversity in the presidency is a goal, the future is less than bright. If providing role models and mentors for minorities is a goal, the future is less than bright. If bringing more women into the presidency is a goal, the future is somewhat more encouraging. Nevertheless, my conclusion is that the great majority of future community college presidents will be white males.

Advice for Those Who Seek the Presidency

- Align yourself with peers who will support your efforts in seeking a promotion. You need individuals who will make phone calls, write letters, and in other ways be your advocate;

- Do not limit your peer network exclusively to student development professionals. Include some academic deans and presidents;

- Do not apologize for being in student development. Be proud and make it an asset. On the other hand, represent yourself as being broader than student development. Let it be known that you understand and care about the total college;

- Anticipate some difficulty because you come from a student development background. Defuse the situations by going on the offense. Most boards want the best person available, regardless of background;

- Don't give up. Persistence pays off and talent comes to the surface, at least part of the time. Many individuals are interviewed eight or so times before being selected as a president;

- Be well prepared professionally; know your field; know the institution, and know your own assets;

- Try to get some experience on the academic side of the fence. If you can, teach a course in a discipline; chair committees that have teaching faculty members on them; make presentations to the teaching faculty, and, if possible, to the governing board;

- Student development professionals should view the presidency as being within their grasp, indeed, view themselves as highly desirable candidates, and make the position a career goal;

- Finally, governing boards, current presidents, and others should realize that there are many pathways to the presidency other than the academic deanship. With this in mind, qualified student development professionals should be identified and recruited as potential presidents.

Suggestions to the Profession

What might student services professionals do to enhance their leadership potential within the college community? The following are my suggestions.

- Recognize and promote national and regional leaders who have backgrounds in student development. You need what I will call, for lack of a better term, "national role models." Make sure that governing boards and members of the college community recognize those successful presidents and other leaders from across the nation who came from a student development background. (It would help if one of your leaders would do an article on student development as an important pathway to the presidency.)

- Resist in every way possible further inroads into the status of the chief student development officer's position. I believe the movement toward a "dean of the college" where the student development professional loses status within the institution has done more harm to your cause than any single movement to occur within the last two decades.

- In line with the above, you must not abandon your role as a countervailing force to other segments of the college community, namely instruction and administrative services. The student development perspective is important and necessary; it can not, however, have an influence unless you present the case well and consistently.

- Always remember that the community college is first and foremost an institution of higher education, not a social agency, child care center, art gallery, job placement service, and any number of things that have come to be associated with the community college mission. With this in mind, spend the majority of your time and energy on functions that move students toward their educational goals. (Yes, I know that educational goals are diverse and broad; I also know that ultimately most students come to college to collect course credits and awards such as degrees.) For example, on many campuses community services just loves to use student development services in carrying out its mission, often depleting student development resources and taking all of the credit for community services.

- In line with the above, learn to say no. You do not and should not try to do everything on campus someone else asks you to do or does not want to do.

- In order to say no convincingly, you must understand, define, and communicate the student development mission. Why do you exist? What difference would it make if you did not exist? Where do you draw the line on what is and is not your mission? In order to define your mission, you must engage in much introspection, including critical analysis, understanding how your role fits into the broader student development mission and into the mission of the institution.

- You must work to assure young professionals that student development is not a dead end career, especially if you are to continue to attract the brightest and the best into the field. This is especially important since a number of women and minorities continue to enter the student development field. Here, again, hold up your role models.

- Take every opportunity available to let the college community and the governing board know that there should be more diversity in the leadership positions within the college and that student development represents diversity.

- Last, and this is a tough one, work to create your own tensions on campus that will advance the cause of student development services. This goes against your grain, for you spend much of your time and energy allaying tensions. Nevertheless, tensions can be used creatively and can certainly be used to call attention to student development services in a positive way.

To conclude, as you reflect upon the road you have taken and perhaps a bit on the one not taken, do so with the optimism that characterizes your profession and be very pleased with the contributions you have made and are making to the lives of millions of students. Turning again to the words of Robert Frost,

Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.

Thank you.

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3

PRESIDENTIAL EXPECTATIONS OF STUDENT DEVELOPMENT LEADERS FOR THE 1990s

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Successful leaders recognize and understand the environment in which they work. An important aspect of the environment are expectations of others, especially chief executive officers. Thus, for community college student development leaders to be successful in the 1990s, recognition and understanding of the expectations of community college presidents is essential.

During this colloquium, five community college presidents participated in a panel to offer their thoughts and ideas about expectations of student development leaders for the 1990s. Each president prepared written remarks which are presented in this chapter. These five pieces could stand alone independently; however, collectively these remarks offer student development professionals sound wisdom from a diverse group with a common focus--presidential expectations.

. . . Deborah L. Floyd, Editor

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All projections of the decade of the 1990s predict unprecedented change. Workforce 2000 begins with this dramatic forecast:

> *The last years of this century are certain to bring new developments in technology, international competition, demography, and other factors that will alter the nation's economic and social landscape. By the end of the decade, the changes underway will produce an American that is in some ways unrecognizable from the one that existed only a few years ago.* (1987, Executive Summary, p. xiii)

Dale Parnell's opening comment in Dateline 2000 outlines a similar scenario:

You are invited to step into what well could be the most important decade of human history - the 1990s. The 1990s will introduce us to a new age of technology, the new learning age, and it will bring rich possibilities as well as challenges for colleges and universities. (1990, p. 3)

Are community colleges and their student development professionals prepared to cope with this change-oriented decade? To be true to our history and mission, we must not only cope, we must be change agents.

Gerald Baillies, former governor of Virginia, observed about this uncertain future, "The future cannot be feared . . . it is the only future we have, so we had better figure out how to deal with it."

In learning to deal with the future, higher education must adapt to the speed of change. Colleges and universities have historically been tradition bound and among the last institutions to incorporate new ideas. When a General Motors executive was asked why his company did not enter into a partnership with colleges and universities, he replied: "Their speed is deceptive - they are slower than they look." (Parnell, 1990, p. 7)

Community colleges, however, have earned a reputation for being innovators and change agents. And, within the community college movement, student development personnel have, in many instances, been pacesetters. Many of the programs and services now offered to senior college students had their origin in the community college--recruiting non-traditional students, developmental studies, career counseling, women's centers and registration by telephone. Are we prepared to pursue our innovative leadership in the 1990s? I believe we are. If we are not--we must!

Against this backdrop, let me share my expectations of the student development professional in the 1990s.

Demonstrate the Traits that Produced Success in the 1980's - And More

In many ways the 1990s will be like the 1980's; therefore, we must continue to manifest the qualities that contributed to the progress in the decade just concluded. From my perspective, several of those qualities are:

- Integrity
  Every survey of followers to determine the most highly valued traits of leader rank integrity among the top three of desirable traits. Because the student development officer models behavior for students as well as college associates, integrity is essential.

- Competence
  In this decade of accountability, quality and effectiveness, competence in leadership, decision making, and applying student development principles is an entry level requirement for chief student officers. To attract and retain the best and brightest student development professionals, adequate leadership challenges must be a integral part of the leadership enrichment. Competence should be rewarded with adequate and competitive financial compensation.

- Academic Preparation
  The chief student development officer must be knowledgeable of past and current student development models and be proficient in their application. Furthermore, effective preparation should include a broad knowledge and understanding of the community college movement. A terminal degree is highly desirable.

- A Passion for the Community College Students
  A terminal degree from a leading university and expertise in student development theory will not suffice if the student development officer does not care deeply and personally about the students. First and foremost, the student development professional of the 1990s, as in the 1980s, must be an articulate, passionate advocate for the community college student.

New Dimensions of Student Development Leadership for the 1990s

While the student development professional will continue to perform the essential programs and services of the 1980s, the 1990s will offer new challenges.

- *The Ideal Student Development Leader of the 1990s will Assume Responsibility for Broader Visionary Leadership within the Community College.*

Because of the changing nature of the student body, community college presidents will depend more heavily on chief student development officers for college-wide leadership.

During the 1990s, the most successful community college will be those that share the common goal of student success; understand the diversity of their constituents; and respond to student needs and apply college resources to meeting those needs. The chief student development officer has the opportunity to guide the college to emphasize these values.

To meet this challenge, student development professionals must exhibit visionary leadership. Some believe that student development services divisions have become too bureaucratic. George Baker, the facilitator of the 1987 NCSD Colloquium on student success, reviewed the development of the student services area by observing that "a student of organizational theory might conclude that the functions of student services have become overly specialized, standardized, and formalized." (Baker, 1988, p. 17). Terry O'Banion (1971) reported that one of the historical roles of the student services professional is that of regulator and the profession came into being largely because the president needed help in regulating student behavior.

Some argue that many student services divisions tend to emphasize efficiency (doing things right) rather than effectiveness (doing the right things). Max DePree, in his book Leadership is an Art, concluded "Leaders can delegate efficiency but they must deal personally with effectiveness." (DePree, 1989, p. 16) The student development professional of the 1990s will assume full responsibility for effectiveness, break out of bureaucratic behavior exhibit visionary leadership and earn a new respect for his/her unit as a partner in the educational process.

- *The Student Development Division and Its Leader Must Become More Closely Aligned with Instructional Services and Student Success.*

At the 1987 Colloquium, George Baker argued forcefully for stronger alignment with instruction. (Baker, 1988) He referenced the work of Arthur Cohen (1969) who virtually excluded student services from his projection of the future community college because he did not appear to see the unit having significant impact on curriculum and instruction - which Cohen viewed as central to the community college of the future.

The thesis of Baker's chapter which was published after the colloquium is "that the functions referred to as student services must be restructured and realigned with instructional services if the collective efforts are to have greater impact on instruction and subsequently on student success." (Baker, 1988, p. 15)

Baker (1988) raised two powerful questions for you to ponder at this conference:

1. Could it be that student services professionals have so strongly pursued explicit goals of supporting students that they have missed the implicit need to support instruction and, hence, student success?

2. Is it possible that traditional descriptions and traditional behavior have resulted in student services becoming little more than a loose-knit grouping of functions clinging to a historical mission of regulating student behavior, instead of participating with instructional professionals as full partners in the development of students?

In this chapter, Baker set forth a student flow model that will, in my view of the 1990s, be incorporated into community colleges that emphasize institutional effectiveness and student success. Instructional services and student services must be partners in student success.

- *Student Development Officers will Provide Leadership for Institutional Effectiveness.*

When we began the decade of the 1980's, institutional effectiveness was not in our lexicons. It may be the central issue facing higher education in the 1990s.

The September/October, 1990 edition of Change magazine, Edgerton notes that assessment is " . . . a mindset that asks questions - tough questions, legitimate questions--about what and how much our students are learning" (p.5). Because of their education and experience in assessment, student development professionals will be important members of the institutional effectiveness team.

This point was emphasized in the national agenda published in the 1990 Fall National Council on Student Development Newsletter. One agenda item reads, "Defining and measuring institutional effectiveness including the assessment of student outcomes, offers a significant opportunity for student development professionals."

Three questions posed in the agenda are:

- What institutional effectiveness indicators should be stated for the student affairs program?
- What mechanisms can be suggested for measuring student development outcomes?
- How can student development contribute to the assessment of student outcomes?

In April 1988, one hundred California Community College trustees, faculty, and administrators met at Rancho Santiago College to develop criteria for institutional effectiveness. They made a first cut at answering the question about which institutional effectiveness indicators should be assigned to student development. Of the 22 success criteria identified, five were assigned to the Student services Division:

1. Student needs are identified.
2. Student services are accessible to all student.
3. Students use services and learning resources.
4. Students grow in their ability to learn and play.
5. Students develop intellectual skills and social skills.

- *Student Development Professionals will Provide Leadership for Dealing with the Social Issues Invading Community Colleges*

Community colleges are familiar with the unique needs of non-traditional students but special attention must be given to the changing social and demographics issues affecting community colleges in this decade - aids, drugs, single parent students, child care, new minorities.

Perhaps the greatest concern is how strongly student development leaders will embrace the need to improve the current role and scope of student services. Without their commitment and leadership, this essential unit of the community college will not achieve its potential in this all important decade.

Robert Keys
President
John Wood Community College
Quincy, Illinois

It is indeed an honor and a privilege to share this podium today with other community college presidents to discuss with you some of my personal expectations of the dean of students in our unique and important institutions. Since I addressed this group yesterday regarding the details of my

particular career path which led me to my present position as President of John Wood Community College, I'll not dwell upon the many milestones, quirks, and strokes of luck which were very instrumental in my achieving a community college presidency.

Suffice it to say that while persistence and preparation were important components, chance also must be recognized as an important factor in most--if not all--career successes, and my experience has been no exception. I am frequently reminded of the words of Abraham Lincoln which are engraved on the fireplace mantle in the main lounge of the Indiana University Memorial Union, "I will study and prepare myself and then my chance will come." Even our nation's sixteenth President--perhaps the greatest one we've had--recognized the importance of "chance" in achieving career goals.

It is important, I think that you know I spent the twelve years immediately preceding my appointment as president as a dean of students at two different community colleges. Prior to that, I served in various administrative capacities in student services for about eight years. I mention this for two reasons.

First, I wish to dispel the myth promulgated by many in our profession that presidents must come from academic or instructional services backgrounds. Actually, the trend as illustrated by many two-year college presidential selections in recent years indicates that candidates having student development backgrounds are gaining presidential appointments more frequently now than ever before. This trend should be encouraging to many of you who aspire to leadership positions as presidents in community colleges.

Second, since I spent about twelve years as a dean of students trying to figure out what my respective presidents wanted, I can speak with some authority on the difficulties of a dean of students attempting to identify and meet the expectations of a president. One of my former presidents used to say--with some degree of both security and delight, I might add--that being a dean is much more difficult than being a president. "If deans make one person angry at them they are in serious trouble, while presidents only have to keep five out of nine board members happy!" he would say. I offer that if the president's expectations are either unknown or unclear, the dean's tenure will be short-lived.

Five Expectations

As a community college president, my expectations of the dean of students can be summarized in five points. If deans of students do these five things well, they, in my opinion, will be successful not only as deans, but also as a community college leaders for their institutions.

1) *Serve as a Chief Advocate for Students and Student Concerns.*

   In order to assure that students and student needs remain the focus of all community college activities, the dean of students must represent those interests to the president. The dean must keep in close touch with students and bring their concerns to the president and the president's staff. This role can sometimes be difficult for deans since frequently they are a lone and unpopular voice to the rest of the administrative team. Nonetheless, I'm not interested in a democracy here; I'm interested in doing what's right! I should also point out that the reverse role--representing administrative views to students--is also equally important for the dean.

2) *Serve as Inspiring Leader Among Student Development Services Staff.*

   Most institutions are too large to expect that <u>all</u> student contact be undertaken by the dean alone. Therefore, it is imperative that the dean be an inspirational leader among the student development staff. The staff should be given a clear sense of purpose of the division along with the latitude and support to accomplish its goals. The dean is responsible for developing a coherent staff which

functions as a unit to serve student and institution needs.

3) *Be a Team Player Having an Institution-wide Perspective.*

Too often managers at the deans level in community college organizations become unnecessarily provincial; that is, they place divisional interests and concerns above those that would benefit the institution as a whole. Although they carry the title of "dean," I expect each dean to function also as a vice-president of the institution. This approach gives each dean some ownership of the entire college and, thus, some responsibility for its success. This perspective is particularly important for the dean of students whose position is sometimes seen as a "win" occasion for students and/or student services staff, at the expense of institutional accountability or sound fiscal practices, according to some colleagues.

4) *Keep Current in the Field through Continued Development.*

Student development concerns have changed considerably over the last 25 years when I first entered the profession. Many of the issues we addressed in the late 60s and early 70s are no longer germane to students in the 90s. Government regulations, financial aid, social practices, and changing laws all make student services administration exceedingly complex.

I expect the dean of students to be the "expert" in all phases of student life and legislation which affect students and the institution. This is a difficult task. However, professional organizations, such as the National Council on Student Development, need to continue to serve as resources to deans in keeping them abreast of changes which affect student development services in our community colleges.

5) *Keep the President Informed.*

Once I was a dean of students for a president who announced at the outset of our professional relationship, "Your primary task is to keep me out of jail!" While his declaration was offered somewhat in jest, the message was clear. Keeping the president adequately informed on matters related to students is essential if the president is to make informed decisions. No president wants to be "blind-sided" on any issue and those involving students can be the most serious, sometimes threatening the very fabric which encompasses the primary mission of the college. I expect my dean of students to keep me informed and would much prefer to risk having too much information than not enough information. The investment of time to keep the president informed yields great dividends over the long haul.

The last president I served prior to becoming a president myself was John M. Kingsmore, a leader for whom I developed much respect, and a person I am proud to call a friend. "Mack" called me into his office the last day of my deanship at Catonsville Community College and said, *As you begin your first presidency, I want to give you three pieces of advice whether you want them or not. First, if you want to be successful, don't 'act like a president,' whatever that means. You were selected as the result of your leadership qualities exhibited as a dean. Go with what has been successful for you and don't change! Second, remember you can't be both a president <u>and</u> a dean of students, too! Get a good dean and give him or her the latitude to be the leader in student personnel services.* (Kingsmore, 1988)

I hope many of you are currently serving under presidents who subscribe to these two notions--pretty good advice, don't you think? If you are wondering about the third piece of advice . . . well, that's personal and I'll leave it to those of you who know Mack Kingsmore to speculate. But suffice it to say that this

advice was very pertinent and appreciated!

I want to wish each of you the best as you continue along your various career paths. No two are alike and there are many routes to success. Planning, preparation, persistence, mentors, and chance are all important as your path finds its way.

I'd like to leave you with a Robert Frost poem which has become a personal creed in guiding my career path. Perhaps it, too can provide you with the challenge to succeed.

The Road Not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I--
I took the one less traveled by,
And that has made all the difference.

(Frost, 1967)

Best wishes along your path less traveled, for you will make all the difference.

John Keyser
President
Clackamus Community College
Oregon City, Oregon

One of the Zen masters made this observation: "Those who know, don't talk; those who talk, don't know." (Tao Te Ching, 1989) If we were to take this advice to heart, we would probably change the plan for this presentation. Rather than my making pronouncements about "what do presidents expect of deans," we would engage in an inner and silent search for the answer to this question. It is fun to play with the idea that we might sit here and engage in self-contemplation. But, that would break our classroom rules!

I have five expectations for student services managers. They are similar to the expectations I place on myself, and which I use to evaluate my own growth and development. These recommendations are of little use unless they are used as a framework for self-assessment and personal and professional growth.

First, we must think globally and act locally. Thinking globally means that we must constantly strive to "see the whole," "understand the big picture," and be "systems thinkers." Our reason for being should not be our job description, but our purpose of creating opportunities for student success, and the manner in which all elements of the college relate to this purpose. We must understand and manage the "interconnectedness" of all elements toward this purpose. If student development services professionals take a holistic view of the college, they will be more successful in implementing student flow models. Presidents want student services experts to take on this task of promoting student success and assume that they have a lead or a strongly shared responsibility for all aspects of a student's involvement with the college (pre-entry, entry, out of classroom experience, exit and follow-up). Whether your job description says that you have direct responsibility or not, you can't make the best decisions about one piece of the "student flow" without being well-informed about all the pieces.

The concept of thinking globally and acting locally is also fundamental to the prescription of futurists who work on solving the world's most complex problem: get involved at the local level, and encourage others to do the same. If enough people in enough communities throughout the world focus on solving social, political, economic and environmental problems, they will comprise a critical mass of problem solving energy which will change the world. We must be educational and community activists.

This concept is fundamental to my second expectation for student development services professionals: be an active learner and a teacher and continually ask others to join your "seminar." Most of us have well developed habits of learning and seek information to improve ourselves and the areas which we supervise; but, seeing ourselves as teachers, even though we may not teach courses listed in the class schedule, is fundamental to the successful student development professional. For me, this means that we are continually seeking opportunities to share new ideas, concepts, and information with our work mates, not just with those we supervise.

The excellent teacher constantly seeks ways to stimulate, to challenge, to expand the consciousness of self and others. The image of the college, the community and the world as "classrooms" has significant connotations. It implies that all of us are in the same fertile teaching/learning environment, rich with tremendous opportunities for growth and development. It also implies that we have considerable responsibility for the success of our fellow "students" and that we must devise teaching strategies that work for them. Ultimately, then we are in a process of mutual sharing, caring, helping. I believe that student services administrators should approach their roles as managing and leading a teaching and learning process. This process is the most important product of our enterprise! Why? Because the process assumes the most about who people are and what they can become.

My favorite piece of research was done by George Klemp who compared how students performed in classes taught by teachers who possessed positive expectations for student performance with students in classes taught by teachers who had negative expectations. (Klemp, 1990) The students taught by teachers with positive expectations scored 25 points higher on the IQ test. The 25 point differential is the difference between a person with average intelligence and a genius! Each of us, then, if we become excellent teachers, have the potential of creating genius among those with whom we work.

My third recommendation is that we be active collaborators and bridge builders. With our strong backgrounds in human relations and dealing with student diversity, we should be leaders in devising strategies which lower and eliminate the barriers which invariably develop in complex organizations. Taking a comprehensive view of managing student success is the best conceptual and communications framework from which this can be accomplished. Since it is based on the assumption that all staff are key players in creating opportunities for student success, the defensive tendencies that we all have to protect our space, and defend our turf, are lessened. Problem solving solutions are thus best defined by groups consisting of representatives from all stakeholders.

The effective bridge builder and collaborator must be a social inventor who implements new and creative strategies for bringing the right people together at the right time to address the right questions. My experience leads me to believe that the best social inventions also emerge from a collaborative process where teachers and learners share an open-minded, self-assessing spirit of discovery. People can learn this behavior, but it needs to be made an important value of organizational culture.

Although the president definitely is the tone setter, don't underestimate your powers to "teach the teacher" by turning your area of direct responsibility into a role model for the organization. You might start this process by asking the president to approve a pilot process which would, if successful, be considered for broader application.

The fourth expectation is that deans should

serve as cheerleaders for all of those for whom they have direct responsibility and for others outside their area for whom they have (if you are thinking globally) an important indirect responsibility. We know the power of positive reinforcement! Let's use it by employing an array of formal, informal, spontaneous and planned strategies to recognize our stars and emerging stars!

The cheerleading image of leadership is not one that I immediately accepted as fundamentally important. When I was hired as a dean of students, my "superior" training and experience gave me the responsibility and the mandate to direct, control, plan, and organize. Not only had I not learned the lesson of process as product, but I assumed that people would rely on me as their source of superior wisdom. Paradoxically, this only occurred after I started relying on others for their wisdom and becoming a facilitator and encourager.

More and more, I became aware of the power of directing enthusiasm, support, caring and recognition toward others. Visualize the football coach stalking the sidelines, calling plays, reprimanding players, always frowning because of visible imperfections. And compare this to the cheerleader who leads the magnificent shouts of the crowd. Even when the team is behind, the cheerleader creates positive expectations which become the "home court advantage." I believe that non-monetary forms of recognition and involvement are fundamental to the successful organization. The leader as cheerleader incorporates this reality and constantly seeks ways to inspire the roar of the crowd.

The direct approach of the coach will always be necessary in some situations, but it should be secondary to the compassion and positive expectations of the cheerleader. Behavioral modification will occur most readily if the voice of approval is loud and the suggestions for improvements are made during "time-outs"--gently and with compassion. For me, this approach works best to empower those with whom we work.

My final expectation is one that undergirds all of the others. I believe managers must adhere to the principal of staying on mission, maintaining focus on purpose and finding ways to engage others in our cause. All community college employees are in the business of "creating opportunities for student success." Managers of student development services programs should be on the forefront of promoting and reinforcing this purpose.

At Clackamus Community College, we engaged in a year-long process, including nearly all staff, to redefine our purpose. This proved to be an excellent teaching/learning strategy for developing our purpose statement and reflecting on the values and the decision-making process which put our vision into practice. We ended up with a booklet entitled "Purpose, Mission, Philosophy, Values, Decisions." We use this in continuing self-assessment and to orient all new staff members.

We have developed a "success-makers" awards program which helps us be cheerleaders for our cause. We also developed several images which attempt to capture purpose and vision. One is that of being New Pioneers in designing strategies to help students succeed. Another is the Banyan Tree--a unique tree which grows stronger because its branches send out shoots toward the ground to become multiple trunks. Our organization is a Banyan Tree which grows stronger with time and we are all "trunks" of the same time. We have a special Banyan Tree Excellence pin that we use to recognize extraordinary performers.

Unless we have a strongly held shared vision which is college wide, we will miss opportunities to help, serve, and teach students. Presidents need help from all staff members to reinforce the vision and convert others to the shared vision.

I hope the Zen masters will forgive me for talking so much about these five principals of leadership: think globally and act locally, be an active teacher and learner, be a collaborator and a bridge builder, be a cheerleader, stay on mission.

Anne S. McNutt
President
Technical College of the Lowcountry
Greenwood, South Carolina

As the closing decade of this century, the 1990s promise to be an exciting, exhilarating time to be in the community, junior, or technical college. In short this is a wonderful era in which to serve as a student development leader.

Basically, student development leaders in the 1990s should meet many of the same expectations as other college administrators. During the 1990s both an understanding of and a belief in the two-year college are absolutely essential for effective administrators, including student development leaders. Because of the nature of their jobs, their ability to deal effectively with people is extremely important. John D. Rockefeller once stated, "I will pay more for the ability to deal with people than for any other ability under the sun." Undoubtedly, in the 1990s the era of both High Tech and High Touch, this ability is quite important to student development leaders.

Coupled with this ability to deal with people, the ability to write well and the ability to speak well are essential. Quite simply, successful administrators are articulate; they possess excellent communication skills. Because of their special role of trust with students, student development leaders should also be honest, ethical, and possess an acute sense of fair play. In addition, successful administrators are energetic and their appearance exudes a positive, upbeat attitude.

Effective administrators are intelligent, dedicated, knowledgeable, thoughtful, creative, and willing to learn. In What is Student Development?, an early monograph, Rippey (1981, p. 11) suggests that "student development education can be seen as a process of professional activities designed to promote learning." Indeed, effective student development leaders recognize that teaching and learning are the heart of the enterprise. They understand that education is lifelong and that they, too, need to continue learning. It is important that their views not be parochial. Participating in such professional development activities as seminars and conferences ensures that they remain current and exposes them to a broader perspective. Having an effective mentor is another avenue to professional growth opportunities.

Good administrators have a strong sense of self; they exemplify Shakespeare's words: "To thine own self be true, and it must follow as the night the day, thou canst not then be false to any man." (Shakespeare, Hamlet)

The truly successful individuals are risk takers; they are flexible. They recognize the importance of human resources, and they strongly believe in cultural diversity. Their record of hiring and promotion patterns attests to this belief.

To be most effective, student development administrators must understand organizational development. They must know and support the college's goals and objectives. Because they are savvy administrators, they know that student services must be integrated within the community college.

So far this paper, while generally describing desirable traits and knowledge for all administrators, has focused somewhat on student development personnel. At this point the attention shifts to the specific traits, characteristics, and knowledge which are critically important for student development leaders.

Effective student development leaders recognize the importance of planning and are actively involved in the college's planning process. In the publication Student Success: The Common Goal (Linderman, et al, 1987), ten assumptions for Planning are identified. Both the first and second assumptions are obvious: "There is a need for Systematic Planning in Student Services" and "There is a Need for Student Services Staff to be Actively Involved in College Wide Planning Efforts." Perhaps at one time student services could simultaneously be effective and be isolated. If that were ever true, which seems doubtful, certainly that is no longer true. Because effective student services are

integrated in the college, student development personnel are engaged in planning.

A commitment to excellence and a willingness to work diligently to achieve excellence are expectations for the successful student development leaders of the 1990s. Student development personnel should be familiar with the Roueche-Baker Community College Excellence Model (Roueche, Baker, 1986). This model views "community colleges as organizations that exist to cause students to be successful in their endeavors to improve skills in a competitive world." (p. 47-56) A sense of caring, honest concern, and are extremely helpful to the student development administrators as they cause students to be successful.

Because student development professionals serve as role models for students, they must be very professional in their appearance. They must consciously develop mentoring skills. Effective student development professionals in the 1990s will proactively define their role as broader than that of only serving student directly. They will display leadership in their knowledge of the college, in marketing the college, in positioning student development activities strategically within the college, in integrating these activities within the college, and in truly being accountable for their area.

In addition, effective student development personnel in the 1990s will exhibit college-wide leadership. They will actively support the goals and objectives of the college through their team efforts; they will be involved in the college's planning process. To them, institutional effectiveness will represent not jargon, but a management tool for evaluating, assessing, and continually improving the student development functions.

While a record of publication is not essential, publication is important especially by the officers of the college, including the chief student development officer. Being published indicates a level of interest, initiative, enthusiasm, ability, knowledge, and accomplishment. Throughout this decade student development professionals must possess natural leadership and be able to motivate others. John Gardner once noted that "Leaders have a significant role in creating the state of mind that is society." In the 1990s, student development professionals will play an increasingly significant role in creating the state of mind that is the community college.

Today student development professionals must provide leadership. As O'Banion (1985) advocates and as outlined in the first Traverse City statement (Keyser, 1985), these individuals are not just responsible for providing student services. The Student Development Model suitable for the 1990s defines a broader leadership role. Student development leaders will grapple with the issues of institutional effectiveness, quality, and accountability. In an era of tight fiscal resources, they will actively develop partnerships with external constituencies while simultaneously nurturing their relationships with their colleagues on campus. Effective student development leaders will be creative managers of resources. Changing demographics of student bodies and continued fiscal constraints will force student development leaders in the 1990s to respond to the needs of non-traditional students creatively.

In short, leaders will be asked to provide more services to a more diverse student body, more creatively, more cost effectively, and with more accountability. To do this, student development personnel will incorporate the use of technology in their day-to-day operations. During this last decade of this century greater emphasis must be placed on integrating student development into the educational experience.

Because the student development area represents the lifeblood of the college, I encourage your interest in a career in student development. President Theodore Roosevelt's words about leaders summarize what we need in student development leaders in the community college for the 1990s. "We need leaders of inspired idealism, leaders to whom are granted great visions, who can dream greatly and strive to make their dreams come true, who can kindle the people with fire from their burning souls."

Lex D. Walters
President
Piedmont Technical College
Greenwood, South Carolina

While reflecting upon my expectations of student development leaders for the decade of the 90s, I thought of a recent movie that illustrates some of the characteristics student development leaders should have if they are going to be effective during the decade of the 90s. In the movie, "Dead Poets Society," Robin Williams did a marvelous job playing the role of Mr. Keating, a teacher in a private preparatory school. Mr. Keating illustrates many of the characteristics that I believe people must demonstrate in their day-to-day work if they are to be truly successful as student development leaders. He *had fun* at what he did. He *had a vision* of what he wanted to accomplish with his students. He *was able to excite his students* and make them want to learn. He simply *made learning fun*! Additionally, this teacher *had energy and purpose*. He *loved his work* and it showed. His passion for excellence was transferred to his students.

Although at the end of the movie Mr. Keating was not rewarded for his outstanding work, I believe the characteristics of excellence which he demonstrated are the kind of characteristics student development leaders must possess if they are truly going to lead in their areas of responsibility during the decade of the 90s and beyond. The fact that Mr. Keating was not rewarded for his work with students further illustrates that those valued characteristics may go unrewarded, or even cause conflict in some settings. Nevertheless, these characteristics are critical for success in the 1990s.

Leadership is the Key

I believe the overall challenge for those in student development leadership positions is effectively assuming the role of leadership. Much like the teacher in "Dead Poets Society," student development leaders must inspire those with whom they work. They must have a vision of what is to be accomplished and get others within the work group to but into that vision. An effective leader must have energy, purpose and love for the challenge of work. These attributes will truly show.

Also, the effective student development leaders must have a passion for excellence in serving the students of the college. These characteristics effectively demonstrated by the student development leader will be contagious, will make individuals want to come to work each day, will inspire energy in others, and will lead to synergistic outcomes that will greatly benefit our students.

New Leadership Forms Emerging

In business and industry today, a transformation is taking place. This transformation is shifting the form of leadership from a hierarchical structure to group-centered clusters of employees in which individuals at all levels within the organization participate in decision-making and feel that they are contributing to the overall success of the organization. Strategies are being put in place with the objective of continuous organizational or work unit improvement using statistical techniques for analyzing data and determining when the unit processes are in proper control.

In many of these organizations characteristics similar to those demonstrated by the students in "Dead Poets Society" are emerging. Employees are excited about their work. They feel that they are truly making a contribution through their work; their efforts are appreciated by others; they have feelings of self satisfaction and of having a stake in the success of the overall organization.

One of the organizational philosophies used by business and industry in this transformation are those of W. Edwards Deming (1989). Deming has been referred to as the "father" of the quality movement in Japan and some feel that he will have an even greater impact on the management philosophies used in organizations in the United States in the future.

The Deming philosophy is built around 14 points. To summarize some of these points, Deming says that there is no substitute for

leadership and that the principal aim of leadership should be to help people do a better job. He feels the organization is no better than its leadership and that the leadership should be distributed throughout the organization involving people at all levels in both decision-making and continuous improvement. According to Deming (1989), barriers must be broken down between individuals and organizational units. Breaking down these barriers can be done by unit work groups cooperating to identify problems and, then, developing strategies to solve those problems. Individuals throughout the organization must be involved in putting together the best recommendations and gaining consensus on how barriers can be bridged and new directions charted to minimize problems.

In addition, Deming (1989) notes that organizations should institute vigorous programs of education and self improvement. The better skilled and educated the individuals working in the student development division are, the better chance the division has to effectively meet the needs of those the division serves. Finally, Deming stresses the need to create a constancy of purpose toward improved services. Everyone within the organization must fully understand the purpose of the organization and must work effectively as team members to meet to overall challenges of the organization.

Overall, the Deming philosophy relates very closely to some of the new initiatives taking place in higher education today under the rubric of institutional effectiveness. The Deming approach to management, however, carries these effectiveness initiatives one step further. While it draws on the use of data in resolving problems, the Deming philosophy also sets forth new principles of involvement throughout the organization. Using a team-centered method of management, employees at every level are involved in a continuous improvement program to effectively respond to the needs of customers. In the community, junior, and technical colleges of America, the students who enroll, and certain other constituencies that we serve, are our customers.

Challenges and Opportunities for the 90s

For student development leaders to be effective during the decade of the 90s, they must effectively address the challenges that lie ahead. Harold L. Hodgkinson, Director of the Institute for Educational Leadership, has published statistics which show that the number of 18-year-olds in this country, the college freshman age cohort, will be declining for the next several years (Hodgkinson, 1985). Therefore, we in the two-year college community will be competing against the four-year colleges, the military, and employers for a smaller pool of high school graduates. The greater enrollment growth in the two year colleges will probably come from non-traditional sources. Further, the student body of the two-year colleges will become more diverse and serving the needs of the non-traditional students will be even more challenging. At the same time, faculty and staff of the colleges will also become more diverse. Responding effectively to the needs of these employees and gaining commitment and unity from individuals with diverse experiences and backgrounds will present additional challenges. Closely related to this is the need to ensure that all student development personnel are competent. Providing effective professional development opportunities is essential.

Although the challenges are great, the opportunities for service are even greater. I believe the decade of the 90s will provide unparalleled opportunity for leaders within the student development area to demonstrate their leadership skills. I challenge each of you to show your passion for excellence in serving the students of your college. I urge you to demonstrate your energy and dedication to your work. Inspire those around you to excel in what they do through their observation of your dedication to the purpose of the organization and to those the organization serves. Be an example to others, both those who report to you within the organization and those peers with whom you work on a day to day basis, proving that work in student development is fun. It truly has purpose and can have positive impacts on the lives of individuals who come to our colleges to study and learn.

Summary

In closing, let me quote a little poem that I heard that I believe summarizes the thoughts I have shared.

> Isn't it strange that princes and kings
> And clowns that caper in sawdust rings
> And common folk like you and me
> Are makers of eternity.
>
> To each is given a kit of tools
> A shapeless mass and a book of rules
> And each must make, ere his time has flown
> A stumbling block or a stepping stone.
>
> (Sharpe, 1936)

I truly believe that America's two-year colleges can be the stepping stone that starts literally millions of people in the direction of success. Student development leaders must play a major role in providing those dimensions of service to students beyond the classroom that are so greatly needed on all college campuses today.

I commend you for taking time from your responsibilities to attend this conference. It is always good to take a step back and look at yourself, to hear from effective presenters, and to evaluate how you do your work relative to norms that are presented from other colleges. I commend the National Council on Student Development for the role that it plays in establishing professional development opportunities for student development leaders. Truly, it is through programs like those presented at this conference in Hilton Head that will inspire effective leadership for assisting students as they take the first steps on the stepping stones of success. Thank you for allowing me to share these thoughts with you.

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4

STUDENT ADVISING: THE 'SINE QUA NON' OF STUDENT DEVELOPMENT

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The ability of community colleges to respond effectively to diverse student needs is greatly impacted by the degree of integration and collaboration of their operating units, particularly academic affairs and student services. Historically, student success in the performance or competency arena, has been the province of the classroom instructor, while self concept and personal development have been conceptual 'turf' of student services.

The increase of an underprepared and highly diverse student population has prompted the development of many local institutional efforts to organize resources to deal with the issue of student success in a more holistic way. The specific roles of faculty, counselors, and staff differ widely in these efforts. The degree of success the college achieves in developing a model of student success is directly dependent on the involvement of faculty in the process, and this has been the central problematic area to the implementation of effective student success models.

In this chapter, we will investigate the role of faculty and counselors with specific emphasis on the development of advising components to student success efforts, and will address three primary questions.

1. What are the roles assigned to faculty and counselors in representative community college advising procedures?

2. How do faculty and counselors contribute to the overall integration of services to students in these efforts?

3. What are the faculty and counseling roles found to be the most successful in contributing to the overall success of advising when shared by academic and student development teams?

This chapter results in an evaluation and recommendation of the most effective roles for faculty and counselors in advising for student success, and proposes a model for the relationship of advising to student development. It will be shown that advising is the operational key, the "sine qua non," of student development.

Overview of the Problem

Generally, the principal impediment to involvement of community college instructional faculty in student success interventions is their lack of role identification and clarity. For university faculty, the tradition of student advising is long-standing and in many institutions is an expected behavior which is measured and evaluated accordingly. But in community colleges, the role of faculty has traditionally been limited to teaching, and vocational and academic faculty are seen as pursuing different educational or training goals. This lack of a unified identity results in widely divergent perspectives regarding involvement of faculty in student support services.

Armistead and Moore (1987) reported in their study of the attitudes of 124 full-time faculty members, that while academic instructors rated utilization of student services last (below audio-visual support, library, computer center, security, secretarial support), vocational faculty rated it second only to use of audio-visual services. One would argue that vocational faculty are more

observant of the need for student services in general, and partly due to a closer link between learning and the application of learning in the workplace.

The perception of student services in many community college environments is one of support, not necessarily to students, but to instruction. The study cited above accepts this as an operational assumption as evidenced by the grouping of student services with the other educational support structures. This viewpoint is widespread and is a hindrance to the collaboration of student services and instruction toward the facilitation of student success. An example of this attitude is reflected in a recent NASPA article (Flynn, 1986) where the recommendation is made for counselors to assist academic programs by concentrating more on recruitment, enrollment, and retention strategies. Resistance by student services professionals to overtures such as these are perceived as "turf protection" and lack of cooperation with institutional and instructional priorities. In the following section of this paper we will see how some approaches have resulted in integrated services without creating conflict between these highly divergent viewpoints.

Faculty Roles in the Advising Process

The relative failure of most institutions to adequately address student needs particularly in advising has led Alexander Astin to the conclusion that advising is "one of the weakest areas in the entire range of student services" (1985, p. 165). He argues that students are dissatisfied with the quality of advising, and that lack of faculty involvement in this role keeps instructors distanced from holistic student needs.

The National Institute of Education report, "Involvement in Learning" (1984), recommends that all educators (faculty and administrators) participate in academic advising as a means of maintaining personal contact with more complex student needs as well as allowing educators to remain current in curriculum issues and policies.

The best evidence involving the relationship of quality advising to institutional priorities is the study What Works in Student Retention (Beal and Noel, 1980). The authors systematically present evidence which firmly establishes the advising/retention cause and effect linkage. Most notably, inadequate academic advising was found to have the highest correlation with student attrition (p. 43). The conclusion is that the improvement of advising services should contribute positively to the retention and ultimate success of students.

O'Banion's (1972) developmental advising model calls for progressive series of steps: (1) exploration of life goals, (2) exploration of career goals, (3) selection of major, (4) selection of courses, and (5) scheduling of courses. The emphasis in this model is on preparing the student for self-reliant decision-making. Generally, the first two to three steps have been the domain of student services counselors while the remaining steps are often performed by faculty or peer advisors.

Crockett (1978) offers a definition of advising which includes much of O'Banion's but which expands to a more institutional view. He sees broad advising as:

1. Helping students to clarify their values and goals to better understand themselves.

2. Helping students understand the nature and purpose of higher education.

3. Providing accurate information about educational options, requirements, policies, and procedures.

4. Helping students plan educational programs consistent with their interests and abilities.

5. Assisting students in a continual monitoring and evaluation of their educational progress.

6. Integrating the many resources of the institution to meet students' needs and aspirations.

In Crockett's view the advisor is the

"coordinator of the educational experience" (p. 30). This perspective constitutes a movement from the student development model toward alliance of student and institutional priorities. Particularly in the monitoring of progress, we can see the evolution toward the eventual inclusion of institutional prerogatives which are currently being developed at such institutions as Miami-Dade Community College. One can also see more opportunities for faculty involvement in the Crockett definition of advising since only two of the items (1, 4) appear to be the primary skill areas of professional counselors.

Creamer and Atwell (1984) present the question directly and succinctly: "Which is best, a general faculty-student advisement system or professional counselor system?" (p. 18). They identify four reasons why academic advising is closely related to excellence in teaching and learning: it underpins both teaching and counseling; it is the basis of educational planning; it is a process inherent in all educational roles; and it fosters intra-institutional cooperation (p. 19). They argue further that advising requires integration rather than differentiation of services. Although this position fosters instructional and student services cooperative efforts, where is the linchpin of integrated efforts, and how will these efforts be monitored? The authors conclude that the best system is the one that "fits" the particular institution, and this particularly depends on the acceptable definition of advising. The two primary cornerstones of this article are that advising is an institution-wide concern which calls for an integrated approach, and that the particular characteristics of the institution will determine specific strategies for implementation. We will see later in our review of specific models how these elements are applied.

Crockett (1985) identifies six key factors when choosing a particular advising model. These are needs of students, organizational structure, desired outcomes, available resources, faculty contracts, and advisor loads. These factors can be applied to delivery systems which emphasize either faculty advisors, professional advisors, peer advisors, paraprofessional advisors, advisement centers, or combinations of the means of delivery systems. Crockett states that the choice of a delivery system will ultimately depend on student needs, which echoes the Creamer and Atwell position. In the delivery of intake and decision-making services, an advisement center is appropriate, while at the same institution academic mentoring services after selection of major could be performed by faculty advisors (p. 253). This approach of specifying services is the key to integration of institutional resources. In a sense it 'completes' the Creamer and Atwell position by maintaining the institution-wide responsibility for advising, while at the same time delineating specialization areas appropriate for different professional groups.

While Crockett updates his definition of advising and addresses the nature of developmental advising, he stops short of the student development model, and has some reservations about how extensive "advising" should be. Although unstated in this article, the implication for community colleges is clearly that counseling should maintain a level of distinct activity that is more "developmental" than a broad definition of advising will allow. This is completely congruent with the notion of integration of specialties discussed earlier.

Gordon (1984) present several possibilities for delivering academic advising, including advising centers specifically designed for undecided students (p. 28). The key element in the choice of a model is that it reflect a consistent philosophy and set of objectives. For community college counseling and advising the needs of undecided students are generally met in the counseling center.

It is generally concluded that the best advising model is the one that works, and what works is quality time at the appropriate time in influencing students to make important decisions. The special role of faculty and their influence on student advising should therefore be considered. As previously stated, advising is more central to university behavior than to community college behavior. Fisher (1978, p. 73) states: "faculty members clearly make the best

advisors." He argues that faculty can fill many roles in this regard, including performing the duties of admissions counselors, and recruiting at high schools. In regard to the relationship with other departments, the advantage of faculty participation in the advising program is that faculty are influential as mentors, advisors, liaisons with the institution, role models, and friends. The result of this multiplicity of roles is increased student satisfaction with the institution which results in increased motivation and persistence.

The growing interrelationship of instructional and student services toward the goal of student success is evident in the implementation of advising models and specific cooperative interventions. Friedlander (1982) identified a number of specifics in his telephone interviews with urban community colleges across the country. Approaches included early and midterm interventions, faculty referrals, coordination of support services with content courses, support staff visits to classrooms to promote services, identification and assistance to high risk students, monitoring student progress, and faculty involvement in the delivery of support services. In the following section specific institutional models and approaches will be identified and analyzed.

Review of Institutional Strategies

In the following illustration of community college advising and student success programs, we will examine strategies of incorporating faculty support, and evaluate outcomes based on their relevance to the institutional setting.

Established in 1970, Hostos Community College in New York serves predominantly minority students, with many striving to attain functional skills in English. Forty percent are technical students in health and business areas. Instructional faculty were completely unprepared in the late 70s when funding cutbacks forced reduction in the counseling staff, and necessitated assignment of advising duties to the faculty. According to Kerr (1982), faculty regarded advising as an administrative function, and had little initial incentive to perform their new tasks well. The answer to this dilemma at Hostos was the establishment of a "volunteer faculty advisement corps." Students pursuing technical degrees continued to be advised by departmental advisors, but the sixty percent of the student population who had chosen other majors such as liberal arts, became the advisees of faculty who were interested in advising. Caseloads were limited to 25 and the assignment was given recognition as service in the same fashion as duty on a college-wide committee. Training needs, and matching students with appropriate faculty volunteers were coordinated by a former member of the student personnel staff who was appointed as director of academic advising. After one year, the program was proceeding well, with advising a component of faculty evaluations, and recognition for efforts well documented and rewarded.

This emergency integration of institutional components worked because of the willingness of the administration to use its resources wisely rather than forcefully. Student personnel expertise was combined with advisor enthusiasm to create an open-ended volunteer project. Technical faculty continued working in their area of expertise and served as models for the volunteers.

In contrast to the austere conditions at Hostos in the 70s, Oakton Community College in Illinois served approximately 4000 full-time equivalent students with twelve professional counselors and nine peer counselors. In addition, Oakton had developed a fine faculty advising system, which was well integrated with student services. While counselors served as consultants to faculty advisors, advisors assisted students with specific programs and course selections, followed by peer counselors who helped with the actual scheduling of courses. Several features of the Oakton model deserve elaboration. First, faculty were utilized as "educational consultants," an admittedly appealing title. New students were oriented by a team of counselors, instructors, and peer advisors. Continuing students were free to choose either a faculty advisor or a peer advisor. Part-time students were assigned to the

counselors. The faculty to advisee ratio was 1 to 15. Coordination and evaluation was the responsibility of the Student Development Office (Davis, 1977).

The Oakton model had the distinct advantage of abundant resources, and the absence of any crisis to force change. A key concept was that voluntary coordination of resources was well integrated in service of students.

Patrick Henry Community College in Martinsville, Virginia, maintains an extensive and well coordinated faculty advisor system which serves approximately 75% of the students. Results of Patrick Henry Community College's 1987 program evaluation show that those students who had been advised by a faculty member were more satisfied than those served by a counselor. In addition students who were neither in the college transfer program nor in the occupational/technical group, were significantly less satisfied with the college's advising services. Faculty generally complained about lack of information on advisees, and were not able to track student success.

Although Patrick Henry Community College had made extensive efforts toward both counseling and advising, services were not well integrated. In particular, undecided students were not well served by faculty or counselors. Tracking elements initially designed for individual advisor monitoring had become antiquated. In short, the results indicated that it was time to re-evaluate the program and begin to implement integrative systems for instructional and student support services.

An excellent advising program begun before the current educational reform movement, belongs to St. Louis Community College at Meramec (Kirkwood, Mo.), winner of the 1988 "Outstanding Institutional Advising Program" awarded by ACT/NACADA. The program began in 1967 as a response to extremely low student ratings of the traditional advising model then in use, which assigned declared majors to faculty and undeclared majors to counselors. Advising under the new program was centralized to "advising specialists" who reported to a Coordinator of Advising, who in turn is responsible to the Director of Counseling. Approximately one-half of the counseling budget is committed to advising. In the establishment of goals and objectives one can easily see the operationalizing of Crockett's definition of advising.

1. Provide students with the information necessary to make decisions consistent with their educational goals,

2. Assist students with program planning, course selections, schedule changes, course withdrawals, and all financial aid program audits,

3. Develop programs and procedures to acquaint students with the academic regulations and services of the college,

4. Serve as a resource liaison between the College's Instructional and Student Development divisions,

5. Refer students to and accept referrals from academic advisors, counselors, faculty, and administrators, and

6. Develop working relationships with staffs of transfer universities; compile and maintain college transfer data.

The two unique characteristics of this program are its successful separation of advising and counseling by denoting advisors as "information specialist," and the creation of a role for professional advisors who function as a link between counseling and instruction.

While advising processes at Meramec are "centralized" in function, they are not separated from student services in terms of location. The offices of counselors and advisors are located side by side throughout the department, facilitating short lines of communication. Personal and vocational counseling needs are handled by the counselors while requests for academic information are referred to the advisors. The advisors are also well integrated with the services of admissions, registration, and student aid. Integration with faculty is achieved by assisting students in the

departments during registration periods, preparing written advising materials which are used by faculty, accepting student referrals from faculty for information or clarification on college policies, inviting faculty to advising meetings, and visiting classes and departments to learn more about course content.

Advisor effectiveness in this program is rated by students at 92-94%. On the ACT Opinion Survey of 1987, 79% of students who had used the advising services said they were "satisfied" or "very satisfied." The success of the Meramec model is due largely to the commitment to quality of services rendered to students. The Advising Specialist position was created and implemented as a professional rather than a paraprofessional position. This systematically reinforced and elevated the function of providing information to students to the importance it must enjoy at the community college level. Additionally, the model enhances the student development emphasis of counseling and its attention to the exploration of career development and personal development needs of students. The model is also highly responsive to the mission of the instructional personnel to inform students about curriculum, while at the same time maintaining the role of faculty advising in appropriate situations.

Certainly the most striking and influential example of the integration of student services and instruction to foster student success, is the model developed by Miami-Dade Community College. Schinoff (1982) and particularly Roueche and Baker (1987) describe the implementation of institution-wide reforms to meet the challenge of rapidly changing demographic characteristics in the southern Florida region. As Schinoff describes, the role of counseling at Miami-Dade is to serve undeclared majors and those students exhibiting academic difficulty. The students who have declared majors and are progressing satisfactorily become the advisees of the teaching faculty. This very traditional basis for serving students was adapted during the reforms. Counseling and advising functions for most students were addressed in the student services arena, and faculty concentrated on student curricular developments.

The new aspect of the Miami-Dade model is the insistence on student responsibility for educational progress, and the responsibility of the institution to provide adequate information and expectations regarding student progress. Instructional and student services components are integrated in very practical and meaningful ways to accomplish this objective. Two of the most far-reaching reforms in this regard are the Academic Alert, and the Advisement and Graduation Information System (AGIS).

The Academic Alert component relies on the input of faculty regarding student progress, both during the term, and in final grading. Students who are not progressing because of either poor grades or lack of attendance are contacted by computerized mailings and informed of their status, the consequences to their lack of progress, and college resources which can be used to remedy the dilemma. The first point of emphasis is information, followed by sanctions. This component effectively addresses the student's right to knowledge of progress and allows the student to take corrective measures. It does not allow the student the "right to fail," however, because the institution has taken the position that this is not only unfair to the student, but a misuse of public funds. The definition of institutional effectiveness at Miami-Dade is student success.

The AGIS provides the advisor with a status of the student's progress toward the declared major by showing what courses have been completed, and which ones are needed for graduation or certification. The student is contacted by mail if AGIS shows the student has enrolled for a course that will not contribute toward the educational objective. Again, the emphasis is on providing the student, and the advisor, with the necessary information to make sound educational or career decisions. Typically, one of the most frustrating situations which students face is their inability to access information, either concerning their progress in a given course, or their progress toward a degree. Miami-Dade has effectively solved this problem with respect to basic advising needs.

While the impetus for change in Florida was primarily rapidly changing demographic

features, the impetus for change in Texas is now the legislative mandate of the Texas Academic Skills Program (TASP). Certainly Texas demography is in flux as well, and Florida had to contend with the CLASP, but the impetus for change in each state is quite different. Many Texas community colleges had already responded to the need for greater institutional accountability for student success before the TASP mandate, by implementing required basic skills assessment and advising procedures. Among the many ironies and complications brought on by the legislation, the most pervasive is the high level of confusion about TASP requirements. This has created the need for more efficient dissemination of information about TASP, resulting in many indirect improvements in services to students.

The development of state-level recommendations regarding advising delivery models in support of TASP was headed by Robert Webking (1989) of the University of Texas at El Paso. Webking invited Randi Levitz to address the Higher Education Coordinating Board's Committee on Advisement and Placement, and the result of this fortunate move was the recognition of the importance of advising as a professional activity in support of TASP and student success in Texas public institutions of higher education. Specifically, Levitz recommended the adoption of an "advising center" concept, similar to the University of Syracuse, which she used as a prime example. The knowledge and expertise of many of the writers mentioned herein, particularly David Crockett and Lee Noel, as well as the experience of Levitz, were brought to bear in this very important consultation. The resulting recommendations of the Committee, disseminated statewide, were toward the establishment of advising centers, and away from faculty-only models.

The "total intake" or advising center model recommended by the Texas Coordinating Board Committee represented an acknowledgement of the need for (1) an emphasis on accurate and relevant information to all students regarding TASP, and (2) an expectation that advising would also encompass the decision making needs of students with regard to career and major. Perhaps most importantly, the recommendation in a sense "handed" colleges in Texas the opportunity to establish operational units which would by their nature foster the functional integration of instruction and student services in support of student success.

The Advising Center Approach

It is somewhat surprising that relatively few community colleges have adopted the advising center approach. One of the perceived barriers to its implementation is the rigidity of roles which both counselors and instructors have assumed in the advising process. For instructors the threat of change is increased involvement in yet another "duty" among the many they have already been assigned. For counselors it is often the fear of loss of professional identity once advising gains a more formalized operational status.

Ironically, the reluctance of many Texas community colleges to implement generalist advising strategies has resulted in an actual reduction of "counseling" time with students, since the demands of TASP information dissemination are so extensive. The view is that students entering college will need access to professionals who can properly assess their needs, and it takes a counselor to do this. But referring to the Meramec model discussed earlier, we can see this simply is not true. In fact the quality of initial informational services increases with the use of advising (information) specialists. Another example is Bellevue College outside Seattle, Washington, which staffs seven counselors and approximately fifty student personnel advisors, peer counselors, and other specialized positions which students can access according to their individual needs.

Obviously the accessibility of counselors and teaching faculty in the service of advising to students is crucial, but this does not mean that other professional roles cannot serve specific functions in support of counseling and advising. The result will only increase the quality of the time on task.

Austin Community College (ACC) had actually adopted an advising center model before the publication of the Coordinating Board recommendations. The Coordinating Board recommendations served to strengthen lobbying to administration, and in Fall 1989, the ACC Student Success concept entered its first phase of operation. Three advising centers were established, one at each major instructional location, each staffed by one full-time Advising Specialist and hourly advisors. The model is a combination of those previously established at Meramec and Miami-Dade, and adds the advising center concept as an operational core element.

With the incorporation of the advising center, student advising now becomes the 'Sine Qua Non' of Student Development. The advising process is both the integrative link between counseling and instruction, and the key point of information and referral for students. Our *Advising and Student Development* flowchart (see page 45) illustrates this linkage and identifies the advising center as the operational platform from which college students access services necessary for their successful completion of educational programs.

This model incorporates the principle of "information specialist" in its Advising Specialist positions, first developed by Meramec. Using the Advising Center location as the entry point for new students, the center allows advisors to emphasize provision of information about the college and about TASP, and to track students' compliance with TASP requirements. This tracking component requires integration of advising activity with the college TASP Office, and with all instructional units, including the assignment to developmental courses. Advisors refer students without declared majors, general studies majors, students on probation or suspension, and certain "at risk" students to the Counseling Office. Since the Counseling Office role of information dissemination has diminished, a focus on the needs of high risk students has increased. For students with declared majors who have completed TASP requirements, referral is made to the instructional department advisors.

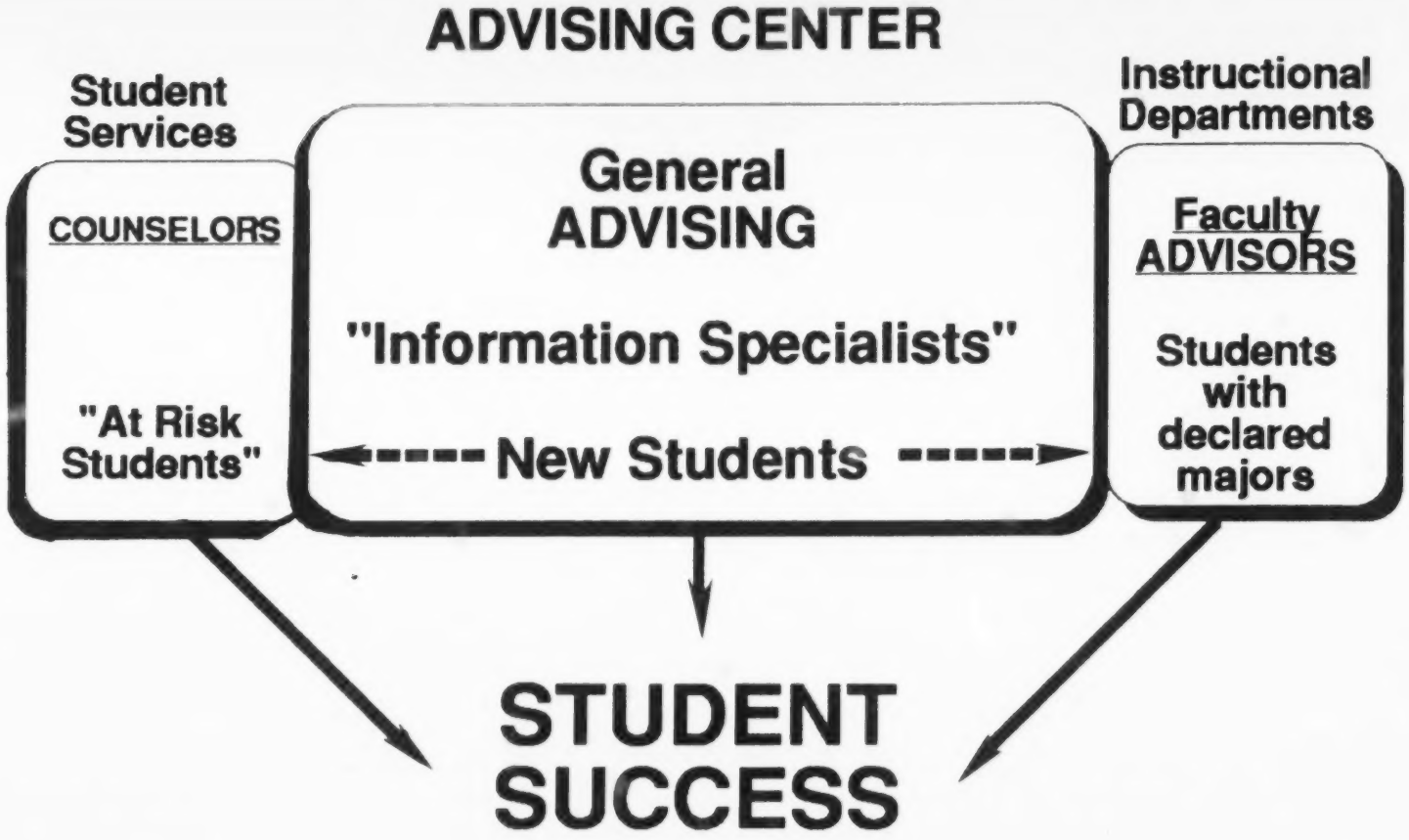
The principal influence of the Miami-Dade model on ACC is the incorporation of institutional tracking elements. Although the college at present lacks the computer support capacity to track students "on-line," it has developed a system of "holds" which is intended to function along similar lines as the Miami-Dade model. Students are informed of their status initially by advisors. If they fulfill requirements as specified by TASP, no sanctions are applied. If they fulfill requirements as specified by TASP, no sanctions are applied. If requirements are not met a "holder mailer" is issued to the student, stating that unless compliance is achieved, further enrollment will be barred. The student is asked in the mailer to see one of the Advising Specialists to remedy the circumstance. Although rudimentary in nature, and certainly not of the status of a true early alert system, the basic intent is to encourage student responsibility for success. Student response has generally been very positive and institutional sanctions have been few. During the first summer session, 1990, for example, only twelve students were withdrawn from the college due to lack of compliance with TASP, college guidelines, or lack of response to mailers and phone calls.

At ACC the advising centers are the primary integrative link between student services and instructional services. With better tracking capability these services will become a stronger asset to institutional effectiveness and student success.

Another area of integrated services at Austin Community College includes several programs designed to foster minority student success. Project Promise is an instructional program based on the "master student" concept, and is designed to facilitate the progress of first semester minority students who have been identified as "at risk." Counselors participate in the selection, monitoring, and support of students in this program.

The Minority Mentor program involves referral by faculty of high risk minority students to counseling. Faculty response to this effort has been strong, with 186 referrals the first semester of implementation.

ADVISING & STUDENT DEVELOPMENT



The Minority Transfer Reception is an annual event where faculty refer students to counselors who are interested in transferring to a four year college. These students receive information on general and special admissions program, and attend an annual reception to meet admissions representatives and other minority students who have successfully transferred. Approximately 100 students attend per year. Clearly, in support of mutually agreed upon priorities, the cooperation and collaborative efforts of faculty and counselors at ACC is unusual.

Recommendations for Increased Levels of Collaboration

Based on the literature reviewed, and the institutional strategies examined, several additional criteria for increased levels of instructional and student services integration and cooperation are suggested.

1. *Provide both counselors and faculty with choices regarding specific involvement in student success approaches.* It is clear from the literature and from the examples cited that no one approach is the best approach, but rather, a "fit" of needs and resources must be attained. This is true for institutions and for programs within institutions. In the advising center model, for example, faculty advisors could be given the choice to either perform their advising role in the department with declared majors, or in the advising center with an emphasis on providing information about general college requirements.

   There is a need for both. For counselors the choice of involvement in direct service to high risk students, or in development of programming options to meet student needs is a clear alternative.

2. *Provide a reward structure to ensure mutual collaboration, either through setting equivalencies between committee work and advising to provide acknowledgement of service, through direct compensation for additional hours, or through institutional honors.* The recognition by the institution of beneficial collaborative efforts is essential.

3. *Finally, the clear identification of professional duties and distinction of roles is necessary to provide faculty, counselors, and advisors with a sense of professional identity and self-efficacy regarding their activities.*

Summary

The development of cooperative efforts between instructional and student services components of the community college is one of the key factors contributing to institutional and student success. The point of mutual professional involvement is most clearly identified as the advising component. Faculty and counselors have expertise in different aspects of this process and consequently are motivated to work together to define, clarify, and negotiate its implementation. The advising specialist job function helps establish a common mutual ground for the resolution of issues, removal of barriers, and implementation of future strategies to help serve students in a professional, collaborative, and rewarding manner.

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5

OUTCOMES ASSESSMENT: WHAT ROLE FOR STUDENT DEVELOPMENT

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It is a pleasure for me to be part of this leadership colloquium. I want to take this opportunity to commend the National Council on Student Development for their on-going commitment to this leadership development activity.

The topic for this session is "Outcomes Assessment: What Role for Student Development." The topic of outcomes assessment is a timely one, and also a complex one. Within our allotted time today we will only be able to address selected aspects of this topic.

To begin, I will present the three things to be accomplished in this session. First, John Roth of ACT will provide us an overview of Project Cooperation, a national project focusing on outcomes assessment. Barbara Keener, the National Council on Student Development's (NCSD) liaison to Project Cooperation, will review NCSD's role in Project Cooperation. Last, we will consider an appropriate role for student affairs in outcomes assessment.

Student Outcomes Assessment Today

I mentioned that student outcomes assessment is a timely topic. A significant majority of states have institutional effectiveness programs underway at most colleges. Not only are there numerous indicators that outcomes assessment is becoming pervasive, it also appears that outcomes assessment will be with us for a long time.

Essentially there are two basic reasons for institutional involvement with outcomes assessment: accountability and program improvement. Both of these purposes are legitimate, but we will only be focusing on the latter during this session. In relation to this program improvement aspect, Hutchings and Marchese (1990) have stated that the basic purpose of assessment is the improvement of student learning, and that assessment activities focus on these fundamental questions:

1. What is the college's contribution to student learning?

2. Do the graduates know and can they do what their degrees imply?

3. What do the courses and instruction we provide add up to for students?

4. What knowledge and abilities do we intend that students acquire?

5. How can the quantity and quality of student learning be improved?

To give us a common perspective, we will be assuming that our interest in outcomes assessment stems from a desire for program improvement, and specifically on the improvement of the learning experience for students. To further give us a common perspective, I suggest we use a definition of student outcomes which accounts for the validity of the total college experience. For our purposes, consider a student's involvement in the curricular and co-curricular programs of the college to be reflected in an institutions student outcome statements.

With that degree of common agreement as a starting point, I want to ask John Roth to

give us an overview of Project Cooperation. ACT has been an active partner in the Project Cooperation enterprise so John is an excellent person to provide this update.

Project Cooperation - ACT's Perspective (John Roth)

Initiated in 1988, Project Cooperation involves an ongoing partnership joining the efforts of the National Council of Instructional Administrators (NCIA), the National Council for Student Development (NCSD), and American College Testing (ACT). In 1987 AACJC charged NCIA with the task of studying the concept of "value-added" education and NCIA, in turn, asked ACT to help. ACT was already working cooperatively with NCSD on several aspects of the NCSD leadership development project.

During early planning discussions, it became clear that the energies of all three organizations could be advantageously focused on this effort. As a result, Project Cooperation was established as a multifaceted approach to find answers to questions related to institutional effectiveness which assure student success. It represents a major collaboration effort by the two councils of AACJC that is focused squarely on the task of defining and refining measures of institutional effectiveness, one of the six priority areas of concern identified in the national AACJC mission statement.

The total project is planned to continue through 1993 and is organized around the following three major efforts:

A. National Survey of Institutional Effectiveness Practices at Community Colleges;
B. Development of Demonstration Sites Focused on Institutional Effectiveness and Outcomes Assessment; and
C. Ongoing Communication of Process and Results to Community Colleges

Printed materials are available which further describe the project and related programs.

Barbara Keener, Dean of Academic Affairs and College Relations at the University of Florida, has been NCSD's liaison person to Project Cooperation. Following is Barbara Keener's review of NCSD's role in Project Cooperation.

Project Cooperation - NCSD's Role(Barbara Keener)

The National Council for Student Development, in partnership with the National Council of Instructional Administration (NCIA) and the American College Testing (ACT) Program, has been involved with *Project Cooperation* since it was inaugurated in 1988. The *Project's* purpose is to work with selected community colleges to promote student success via an outcome measurements process.

These outcomes are analyzed in academic and student development realms. NCSD has been particularly interested in two aspects of the activities: 1) assessing student development dimensions of student success and; 2) enhancing collaborative efforts between the academic and student development functions with the community college.

NCSD continues to support the effort with representatives at each project meeting, conference, and seminar. The Council also provides supplemental funds, has assigned Council members at the demonstration site community colleges, and distributes the project cooperation publications throughout NCSD's membership. NCSD features *Project* discussions in each newsletter and at specially sponsored Council workshops.

The *Project* is set for completion in 1993 with an emphasis on replication in additional community colleges at that time.

NCSD key players in the *Project* for 1988-91 are:

- Walter Bumphus - Past President;
- Robert Keys - President;
- Jo Roper - President-Elect;
- Barbara Keener - Former Treasurer and NCSD Liaison to the *Project*;

- Ron Shade - Region VII Representative;
- Rosemary Woolley - Demonstration Site Representative.

NCSD Demonstration Site Leaders are:

- Jerry Berger - Chemeketa Community College (OR);
- Myrtle Dorsey - Howard Community College (MD);
- Sandi Oliver - Midlands Technical College (SC);
- Rosemary Woolley - St. Louis Community College (MO): Florissant Valley, Forest Park, Meramec;
- Gail Quick - Technical College of the Lowcountry (SC).

Student Outcomes: An Historical Overview

A look at the early history of American higher education will quickly lead one to conclude that there was a focus on the education of the whole student. If we were to state the desired outcomes for graduates of Colonial colleges, we would probably state outcomes which were spiritual, moral and vocational, as well as intellectual. Later influences, especially in the mid to late 1800s, led to changes in what colleges came to believe was most important for students to learn, and to an increasing emphasis on the academic and a decreasing emphasis on the other aspects of student development. Interestingly, the students themselves demonstrated their aversion to this artificial approach by taking it upon themselves to add richness to their education through the extra curriculum. Debating societies, athletics, and literary societies were among the student-initiated activities that added balance to the collegiate experience.

By the 1930s, there were sufficient concerns about bringing better balance between academic and other forms of development that a new profession emerged, the student personnel profession.[1] The earliest roots of this profession reflect its concern for the whole student. The philosophy outlined in the 1937 Student Personal Point of View Statement, the cornerstone document of the profession, was one that put its emphasis"...upon the development of the student as a person rather than upon his (sic) intellectual training alone." (The Student Personal Point of View cited in Saddlemire and Rentz, 1983, p. 76).

I could cite other instances which clearly state the historical concern of student affairs for the development of the whole person, but my intention is not to focus on history. I do want to remind you, however, that the heritage of student affairs is a concern for education of the whole person. So, as we consider what is happening today in the community college relating to the outcomes assessment movement, please keep in mind the traditional role of student affairs as an advocate for educational outcomes which go beyond stating only academic expectations.

What Outcomes Are Being Stated?

Perhaps the best indication of what kind of outcomes are currently being stated in community colleges can be found in the results of a Project Cooperation survey conducted in 1988. A survey instrument was sent to all community colleges in the nation and 675 (54 percent) responded. I will not review all of the results of the survey, but I do want to point out what I think was a definite trend from the survey results. It is clear from the results of the survey that most community colleges are focusing on outcomes relating to basic skills, such as reading, writing and mathematics. There is very little happening in colleges, apparently, regarding student outcomes that might be considered in the life skills category, outcomes such as tolerance, interpersonal competence, self-direction and the like.

In my view, these findings point to a need to raise fundamental questions about the purposes of a community college education. I believe the survey results also point to a need for student affairs to increase its involvement in the discussion about student outcomes assessment, as student affairs is the unit of the college most likely to raise the issue of whether outcomes other than academic ones should be pursued.

Student Outcomes: Where Is Student Affairs?

Gaff (1989), in commenting on the status of institutional effectiveness efforts nationally, gave this assessment:

> *...the reform movement for the 80's has been dominated by faculty members and academic administrators...student affairs professionals and other administrative staff have been conspicuous by their absence* (p. 14).

That is a strong indictment of the role student affairs has played in the debate about the improvement of education. I would speculate that the reasons for the lack of involvement by student affairs relate to the lack of the institutional concern for the whole student, an institutional fear of stating outcomes that cannot be easily measured, and perhaps the lack of a clear idea by student affairs as to what its role should be in the student outcomes process. I would argue that student affairs is not serving students well by its lack of involvement in the discussion about outcomes assessment.

While we do not have the time in this session to discuss all the details of what student affairs can do relative to the outcomes assessment movement, I do want to suggest two directions for student affairs involvement. The first relates to the role student affairs can play in influencing the direction of institutional outcome statements. The second relates to how student affairs can use the student outcomes process within their own areas of responsibility. It should be obvious that there is a direct link between these two levels of concern.

On the global level, the level of influencing the institutional outcomes which are stated for students, I suggest the role of student affairs is to argue for a consideration of personal development outcomes for students, in addition to academic outcomes. In a publication prepared for the New Jersey Student Outcomes Project, Kuh, Krehbiel and MacKay (1988) argue for just such a consideration of personal development outcomes. Among the reasons they give for community colleges supporting personal development outcomes are: (1) that the distinction between cognitive, affective and physical goals is artificial; (2) that effective communication skills are becoming as important as knowledge of field; (3) that workers are being required to be more autonomous; (4) that there is an increasing need to interact with people of different backgrounds and color; and (5) that an integrated system of values and ethics is crucial for an educated citizenry. There are many other reasons cited as justifications for colleges to consider personal development goals for students, but one need only look at the societal trends I just mentioned to realize that individuals will need more than the basic skills alone to be productive members of society. The implication is that the community colleges must be concerned with more than the basic skills.

What personal development outcomes should be pursued will relate to each college's mission. To focus our thinking on the question of personal development outcomes, I ask you now to answer some questions on this topic, first individually and then in small groups. This process, while brief, will simulate the kind of discussion you should be having with your colleagues at your colleges.[2]

I want to now share with you the results of what you thought were the most appropriate personal development outcomes for community college students:

1. Self-Direction; many of you suggested outcomes that could be included in a category focusing on a self-responsibility or some related developmental aspect that can be considered in this broad category.

2. Development of Tolerance; more specifically, the development of an attitude of understanding of and appreciation for differences in others.

3. Clear Purpose; this category seemed to focus on the development of an appropriate career/life direction.

4. Critical Thinking

5. Other personal development outcomes suggested were the development of an integrated set of values, interpersonal competence, positive self-esteem and a commitment to "the community good."

These are certainly significant student outcomes, and ones that need to be operationally defined if they were to be part of a community college's outcomes statement for students. There are also problems with the measurement of these outcomes. There is insufficient time today to discuss these issues further, but I strongly encourage you to engage your academic colleagues in the search for solutions. The task of determining which student outcomes are to be pursued is a difficult one, if the task is taken seriously, but it is worth the effort. What can be more important than spending time discussing the basic purposes of the education we provide for students? Student affairs has an important role to play in that discussion.

There is a second area related to the student outcomes process on which student affairs should be focusing its attention. I am speaking of stating student outcomes for the various programs and services that are offered by student affairs. Such outcomes should obviously relate to the institutional outcomes which are stated, and need to focus on the developmental changes desired for students. The student affairs profession has taken on a developmental focus during the past several decades, as more developmental theory has been developed. Student affairs can model a focus on students' development for the rest of the institution, and can operationalize that focus with an orientation toward student outcomes.

For example, if the college wants its students to become more self-directed, then how do the programs and services offered in student affairs support that outcome? I suggest that the question be addressed for every service student affairs offers. Let's consider the job placement program. While one obvious purpose of a job placement program would be to help students obtain employment, should another purpose not be to teach students "job-getting" skills? Teaching students "to fish" (how to obtain employment), rather than simply giving them a fish (finding a job), can be supportive of an institutional goal of self-direction, for example. Stating programmatically related developmental outcomes for students also places student affairs in a position of supporting its historical concern for the development of the whole student.

There is much to be done in the student outcomes assessment movement, and we have just scratched the surface of that topic today. There is an opportunity to improve the educational program we offer in our college, if we take seriously the possibility of stating and assessing student outcomes. There is a role for student affairs to play, and I have suggested directions student affairs might pursue to fulfill that role. The task will not be easy, but the possibility for improving student outcomes demands your attention. I wish you the very best as you work on behalf of students.

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Additional Notes

1. For a more detailed description of this historical perspective, see Miller, T.K. (1982). "Student development assessment: A rationale. In G. R. Hanson (ED.), New Directions for Student Services: Measuring Student Development, no. 20. San Francisco: Jossey Bass.

2. At this point in the session, the participants spent one-half hour discussing what they thought might be appropriate personal development outcomes for community college students to pursue. Each participant could suggest only two personal development outcomes. Twenty-seven individuals gave this input as part of this process.

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THINKING GLOBALLY/ACTING LOCALLY

John S. Keyser
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This is one of my favorite phrases. I "discovered it" in 1980 at the First International Conference for the Future in Toronto, Canada. It was there that I had what Barbara Marx Hubbard calls a "planetary birth experience." (Hubbard, 1986) Undoubtedly, my previous training and experience had given me a readiness for a basic shift in perspective. The speakers, the discussions, and the new technologies which were displayed, caused my new world view to emerge with form, clarity, and an urgency for action.

For the first time, I felt compelled to become a global citizen, acting in the context of the world. I began struggling with the "interconnectedness" of the world's peoples, and their problems. Listening to futurists such as Alvin Toffler, Bob Theobald, Bucky Fuller, and Marilyn Ferguson, I was scared and somewhat overwhelmed with the magnitude of ominous, people-created problems. But I was energized by the answers which all of these futurists had for addressing these problems. These answers to problems were best summarized by the theme of the conference: "Thinking Globally, Acting Locally."

These futurists argued that people must understand problems within the framework of the global village, and must begin addressing them from the context of their professions and communities. They argued that if enough people made this commitment, the result would be a critical mass of problem solving activity which would make the world a self-sustaining community, suited for long-term improvement and enlightenment. The alternative of being resigned to a world of people-created destructive forces, hopelessly out of control, was simply not a viable option for the educated person.

This experience helped my mind give birth to the reality that all people are, indeed, parts of the same body. And that new technologies had just created the potential for the development of a genius consisting of thinkers and doers throughout the world--what Kenneth Boulding has referred to as the neurosphere, the sum total of all the brain power in the world (Boulding, 1988). Now suppose this brain power could be aligned, focused, and committed to a common power of creating a positive future? And what organizations are better suited to accomplish this than our community, junior, and technical colleges which exist in one form or another in many parts of the world! Indeed, our colleges represent an imposing infrastructure for positive world-wide change.

What does this concept of Thinking Globally/Acting Locally have to do with your future growth and expanded contribution to our community college movement? In the same way that our colleges are a part of the global village, we as professionals, with particular areas of expertise, are linked to our organizations. If we think broadly about our organizational roles we will be much more effective in performing our tasks. We will also be better positioned to make a maximum contribution in solving college-wide problems. Too often, I have observed a tendency to "think locally," which necessarily means that we miss opportunities to connect our thoughts with those of key players in other administrative units of the organization. If we "think locally and act locally," we won't be campus-wide leaders.

Many of our colleagues have aspired to and attained positions of increased responsibility. Generally, I believe that they have all had the

common characteristics of "seeing the big picture: and constantly striving to broaden their perspective, improve their skills, and expand their professional networks. These fast-trackers are constantly engaged in a self-assessment process. They seek, even demand, straightforward evaluation and treat setbacks or mistakes as new learning experiences.

One of the most damaging comments that can be made about an aspiring professional is that they "don't see the big picture." We have heard this statement made; we have probably used this categorization ourselves. I know that I have. Although this is an unfair generalization and implies that a person is not capable of learning; I interpret this statement to mean that a person's performance is disconnected from the organization's mission and goals. The person who uses this phrase is saying that so and so is not as sensitive to the whole or the sum of its parts. Most of us, at one time or another, have probably deserved this label. Human potential experts know that all of us live too far within self-imposed limits!

How do we grow toward this image of thinking globally, acting locally? I have four recommendations: 1) Become involved in the national agenda, 2) analyze your experience and strive to broaden it, 3) understand holistic concepts of leadership, and 4) use holistic concepts to guide social invention.

I. Become Involved in the National Agenda

The National Council on Student Development is a primary vehicle for connecting you to the National agenda. It is one of 31 different Councils, Commissions, and Consortia which form the fabric for professional involvement in the American Association of Community and Junior Colleges (AACJC).

AACJC's mission is to exert national leadership in support of community, technical, and junior colleges. Its success is measured by the degree to which it achieves public recognition, acts as an advocate, develops linkages, and serves as a resource to help member institutions provide higher education opportunities with excellence.

The Association is comprised of nearly 1200 members which represents 95% of the two-year, regionally accredited, associate degree granting colleges. The 31 AACJC board members are proud of the entrepreneurial character of the board and the significance of its accomplishments. To emphasize the "hustle" of Dale Parnell and the AACJC staff, the Association this year will return to its members an amount equal to about 125 percent of its institutional dues income. This is made possible by the many grants and special project dollars which are brought into the organization. AACJC has set six primary goals for the 1989-1991 period:

1) expanding our human resource development efforts,
2) enhancing institutional effectiveness,
3) taking legislative action,
4) starting a minority education initiative,
5) facilitating leadership development,
6) improving international/intercultural education.

There is an obvious parallel with the agenda of the National Council on Student Development (NCSD). Indeed, all of us share a common framework for thinking globally and acting locally, and a common purpose of "creating opportunities for student success."

Much of the pioneering work by the National Council on Student Development may be attributed to efforts that started in Traverse City, Michigan, in 1984. These efforts have been fundamentally important to the forward steps taken by the Association and member colleges. The NCSD has, indeed, made a fundamental impact in helping our members think globally and act locally and helped AACJC achieve its primary goals.

A brief digression into recent history is revealing. . . The 1984 Traverse City Statement (Keyser, 1985) was a landmark effort of the National Council on Student Development. The statement was approved by the AACJC Board and was the basis for numerous discussions in colleges, states, and regions throughout the country. It was the cornerstone for a revitalization of the

student development profession in two year colleges.

As the statement noted, "The environmental challenges suggest a new urgency for student development professionals to demonstrate their contributions to the achievement of student and institutional goals. At the same time, the technologies of the 'information society' provide opportunities to be more effective and efficient in measuring outcomes, managing information, and enhancing the quality of learning." (Keyser, 1985, pp. 33-34)

The fundamental priorities of this statement were quality and accountability, partnerships off campus, partnerships on campus, resource management, enrollment management and student persistence, educational technology and integrating student development into the educational experience. Around these priorities were developed recommended action at both the local level and the national level. This statement was based on the conviction that as partners with other community college leaders, student development professionals should engage in thorough reassessment of their role in an environment undergoing constant and dramatic change.

The Traverse City Statement was, indeed, a blueprint for thinking globally, acting locally.

It called for a new beginning for the profession and, indeed it was. It was the genesis of other landmarks of growth and progress. It also marked the beginning of the renewed NCSD focus on leadership development and a partnership with American College Testing (ACT), an organization that has continued to provide generous support to our efforts.

The Traverse City Statement: Toward Mastery Leadership in Student Development Services (Keyser, 1985) addressed these questions:

> *How can we be better managers of vision?*
> *How can we be better managers of meaning?*
> *How can we be better managers of trust?*
> *How can we be better manager of self?*

It was aimed at exploring how we could be leaders "at the forefront" of efforts to improve the delivery of services to students.

How proud I am of the fact that so many of our colleagues, with common roots in the student development services profession, have continued to make significant contributions to the field. The list is long and impressive. I immediately think of those who are on this program or responsible for it: Bob Keys, Jo Roper, Walter Bumphus, Chuck Dassance, Gail Quick, Ken Atwater, Linda Dayton, and Barb Keener.

It is also interesting to note that of the 31 college participants in the 1984 Traverse City conference, seven (22%) are now college presidents. Several have retired and most others have assumed increased responsibilities. This is another indication that George Vaughan's book, Pathway to the Presidency (Vaughan, 1990), does not give fair recognition to the large number of student development services professionals who become presidents. If it is not a pathway, it is at least a well-used trail! In the state of Oregon, more than one-third of the presidents had the majority of their previous experience in the student development services field.

The National Council on Student Development has been of tremendous help to my professional and personal growth and development. Some of you know this, but I was fortunate to be the first Council representative from NCSD to be elected to the AACJC Board. This happened because we put together a coalition involving the NCSD, the National Council of Instructional Administrators and the National Council for Marketing and Public Relations. The intent was to take turns nominating and joining in supporting of a candidate for the AACJC Board. We designed a campaign strategy and had an active campaign team of members from all three Councils. The plan worked!

I think it's fair to say that the National Council on Student Development has done its part in the area of leadership development. We must continue to be

aggressive to develop and expand our skills and nurture new leaders for our profession. I have read several reports that predict that about 40 percent of current college administrators and faculty will retire by the year 2000. Let's not rest on our laurels!

The Traverse City Statement: Critical Issues in the Community College: Access, Assessment and Development Education (Keyser and Floyd, 1987) was another benchmark for this Council and the Association. It was significant for several reasons. First, it represented an expanded partnership. The participants who helped create this statement included representatives from this Council, the National Council of Instructional Administrators, the American Association of Women in Community and Junior Colleges, the National Council on Black American Affairs, and the National Council of Hispanic Americans.

This statement on access, assessment, and developmental education led to separate policy statements on each of the three interrelated themes which were approved by the AACJC Board and mailed to all member colleges. The 1987 Policy Statement on Access (AACJC, 1988) broadened and refined the definition of this important cornerstone of our movement. In summary, it said that we must go beyond the limited understanding and practice of "open door" admissions and the implications that student had the freedom to fail. It called for embracing a broad concept of institutional responsibility for student success and for the implementation of support systems which would maximize the opportunity for students to succeed.

The Policy Statement on Developmental Education Programs (AACJC, 1988) extended the definition of this area of the curriculum beyond remedial courses. "Developmental programs should be comprehensive and include a broad range of strategies that will give student the tools for success. Successful developmental education programs enhance academic standards, improve student retention and goal achievement, and provide important benefits to society as a whole."

The Policy Statement on Student Assessment (AACJC, 1988) made it clear that assessment should not be used to restrict access. Rather, it should be used to promote the success of students toward the pursuit of educational goals. "Assessment is the ongoing process of assisting students in making appropriate decisions, assisting faculty and staff in determining the educational interventions most appropriate for student success, and assisting administrators and policy makers to promote student success."

All three of these Policy Statements, passed at the same November, 1987 Board meeting, represent "global thinking." They all entail more comprehensive, college-wide and systems-oriented approaches to student success. In addition, each has recommendations for "local action" that are specific and express an urgency for action.

These three policy statements have helped AACJC work toward one of its primary goals on Institutional Effectiveness and to help colleges answer the question: "How do we know we are effective in accomplishing our mission and goals?" In fact, these three policy statements were a direct stimulus to the founding of the Consortium for Student Success and Institutional Effectiveness, recently given official recognition by AACJC. This group of more than 50 colleges has sponsored a national meeting each of the last two years to focus on outcomes measurement and strategies for student success. Paul Kreider, the President of Mt. Hood Community College in Oregon, was the originator and founder of this Consortium, which now includes more than 80 member colleges. As Dr. Kreider explained, "I reviewed the policy statements and felt compelled to 'seize the agenda' for outcomes measurement." In 1991, Greensboro, North Carolina will be the site of the Consortium's third annual conference to focus on outcomes measurement and strategies for student success.

In 1987, the NCSD summer colloquium shifted to Howard Community College in Columbia, Maryland. Toward Mastery Leadership: Strategies for Student Success (Floyd, 1988), a compilation of the

presentations of this colloquium, is a significant resource for leadership development. In addition issues and challenges related to student success were described in the lead chapter and were reprinted in the June/July, 1988 issue of the AACJC Journal (Floyd, 1988).

The 1988 colloquium participants helped author Institutional Effectiveness and Outcomes Assessment (Schuette and Giles, 1989). It, too, is an excellent primary source which includes a model for assessing institutional effectiveness through the measurement of student outcomes, recommendations for developing an institutional outcomes assessment system and an index of various assessment strategies for different student target groups.

As you can discern, the National Council on Student Development offers a rich environment for staying involved in the National Agenda. It will benefit you and the rest of us!

II. Analyze Your Experience and Strive to Broaden It

I would like to propose a global framework for accomplishing this goal of analysis. It is based on the global definition of education which George Leonard (Education and Ecstasy, 1968) advanced: Learning occurs when the learner interacts with his (her) environment, and its effectiveness depends on the variety, frequency and intensity of this interaction. The implication is that we should be just as aware and self-assessing of our out-of-classroom education as we are of our formal education. It is more difficult. After all, there are no transcripts!

I have found it helpful to give a good deal of thought to those personal and family-related experiences which shape the way I see the world. Without this type of self-analysis there is more likelihood that we will be trapped--more than we should be--by our values, beliefs, prejudices, and fears. Professor Morris Massey of the University of Colorado made a film entitled: "What You Are is Where You Were When." (Massey, 1976) To me, that really says that we must be in touch with those experiences which were important to accelerating or inhibiting our growth--and discover new experiences which will cause us to interact with our environment with the greatest variety, frequency, and intensity.

Very briefly, here are some of the things I think back on as my key growth experiences: a struggle to overcome a painful childhood shyness; an emerging student activism throughout my college years; a marriage at an early age which failed; a physical problem which kept me from pursuing some of my most ego-satisfying athletic activities; a second marriage which became a great personal support system; and fathering two children from whom I learned a great deal. (Children as teachers.) I can also thank a number of mentors, including my parents and some wonderfully helpful friends.

Well, make your own list and keep analyzing from whence you came.

In the professional and formal education arena, the analysis of experience is easier and less threatening. But, we need to ask the question, "To what extent have we become overspecialized?"

I once argued with a graduate school professor that our educational programs were too compartmentalized, segmented, and fragmented. We were training specialists rather than generalists and, as a result, missing the point of systems theory; that is, that every element in an organization is connected to every other element. And, changing one element will have an impact on all the others. Generally, I was saying that we were not training people to understand the whole, and make decisions within that broad context. At the time, I believe I was very bored with taking repetitive courses in my student personnel services masters program!

My professor did not agree. Perhaps he was trapped by his own specialization! Let me try to convey these thoughts in another way.

You would probably agree that the ideal president or dean should have strengths in each of the areas of expertise which typically form the basis for organizational charts.

Whether or not you aspire to a presidency or a deanship, you might find it revealing to sort your experiences into such categories. Even if you do not entertain such an idea, this approach may help you put your experience in a broader perspective and assist with assessment of your strengths and weaknesses.

When I was a dean of students, I analyzed my growth based on this global definition of my role. When I applied for a vice-presidency and later a presidency, I used this framework to summarize my experience for the selection committee:

1. *Student Services*
   Profile the breadth of involvement you have had across the traditional areas of student services: admissions/records, counseling/advising, careers/placement, student activities and financial aid.

2. *Instruction*
   List courses taught, involvement on curriculum committees, instructional support services supervised and student success programs which you have helped design.

3. *Fiscal and Facilities Management*
   List the size of budgets you have managed, how you have developed a process for building and managing your budget and the grants and donations you have secured. Also, mention your background in helping to design and supervise facilities.

4. *Public Relations and Marketing*
   Briefly describe any participation in developing brochures, making presentations and serving on college-wide or departmental marketing committees.

5. *Leadership/Service at the Local, State, and National Levels*
   We have already discussed the importance of involvement at the national level. The same applies for similar activity at the local and state levels. Be specific in listing these.

6. *Board Relations*
   Briefly describe the presentations you have made to the Board and profile your involvement with community boards, foundation boards, and state and regional boards.

7. *Human Resource Management and Development*
   Document any staff development or training programs which you have helped design and list major search/screening committee efforts in which you have participated.

8. *Collective Bargaining/Contract Management*
   Describe your role in managing contracts and serving on negotiation teams or special advisory groups.

9. *Planning/Research/Information Services*
   Profile your role in college planning, the implementation and delivery of computer services and any research conducted.

Now, ask yourself these questions:

- In what areas am I weakest and have the least experience?

- How might I work with my President, Dean, and colleagues to overcome these weaknesses and broaden my experience profile?

The answers to these questions will guide you to strategies which will broaden your perspective and make you more valuable to the organization. Presidents and deans usually respond favorably to self-assessing professionals who actively seek growth experience which will make them more versatile. This is also one of the best ways to communicate a willingness to take on new assignments that will be of mutual benefit to you and the organization.

IV. Understand Holistic Concepts of Leadership

There are many global or holistic models from which to chose. It is important to have one--or several--which serve as an aid to

your self-evaluation and self-managed growth.

One of which I discussed in the Traverse City Statement: Toward Mastery Leadership in Student Development Services (Keyser, 1985) was my attempt to blend many thoughts and theories about leadership which had been, at least for my own comfort level, too fragmented. I felt the need to develop a mental picture which would help me understand the complex relationship between management and leadership. The definition of leaders as those who do the right things and the definition of managers as those who do things right was overly simplistic. My picture of holistic leadership is shown in Figure 1.

The concepts inherent in this "picture" have been consistently useful to me: that outstanding or holistic leadership is a combination of the "left brain" attributes of planning, organizing, actuating and controlling, and the "right brain" attributes of playing, valuing, sensing, and believing. Thus, much like great teachers, we must become multi-dimensional: mastering the "science" of doing and defining and the "art" of creating and anticipating. I like this model, not just because it is my personalized version of other theories, concepts, and paradigms, but because it says so much about the complexity of our enterprise and the exciting interplay of different dimensions. It has been useful to me in helping to profile my strengths and weaknesses and designing appropriate growth experiences.

However, this holistic model of leadership is, perhaps, too broad--too far removed from practical application to the daily leadership challenges which we face.

More recently, I discovered another model that has helped me think globally in a more pragmatic and useful manner. This model is the subject of a book by Lee Bolman and Terrence Deal scheduled for publication in 1991 (Bolman Deal, in press). Its picture of leadership is shown in Figure 2.

I like this picture because it summarizes so much of the contemporary thinking about leadership. It has also helped my understanding of the importance of considering the four dimensions (structural, human resource, political, symbolic) in so many actions that we take. It serves as a helpful check list in considering various options, involving different groups and regarding the situational character of most decisions we make.

It is important for each of us to evolve our own best, most helpful pictures of leadership. Most of us probably need only one or two--but we need this "big picture" framework to act locally in the most effective manner. These "pictures" or "personalized paradigms" facilitate understanding of the constant flow of new ideas and theories with which we are bombarded. They are organizing mechanisms for new information.

Use Holistic Concepts to Guide Social Invention

The biggest challenge is bridging the gap between theory and practice and finding more effective structural, human resource, political and symbolic strategies to implement programs that create opportunity for student success. The leader's role is most difficult. We must operate on many dimensions and be answerable to numerous constituents. I think of Warren Bennis, the noted leadership guru, who, after a short time as the President of the University of Cincinnati, threw up his hands in despair and returned to the classroom. To let my biases show, the University's charge has always been, from an educational standpoint, a much easier one of taking in well-prepared students and turning them out undamaged four years later. On the other hand, community, junior and technical colleges welcome students whose preparation varies dramatically. The charge of making winners out of ordinary students is much more ambitious.

We must think of ourselves as social inventors, leaders who design new strategies for putting the right people together, at the appropriate time, to solve the toughest problems. In this sense, we are managers of process, believing that a well-constructed process will yield the best answers. The process in the product!

Figure 1

HOLISTIC LEADERSHIP

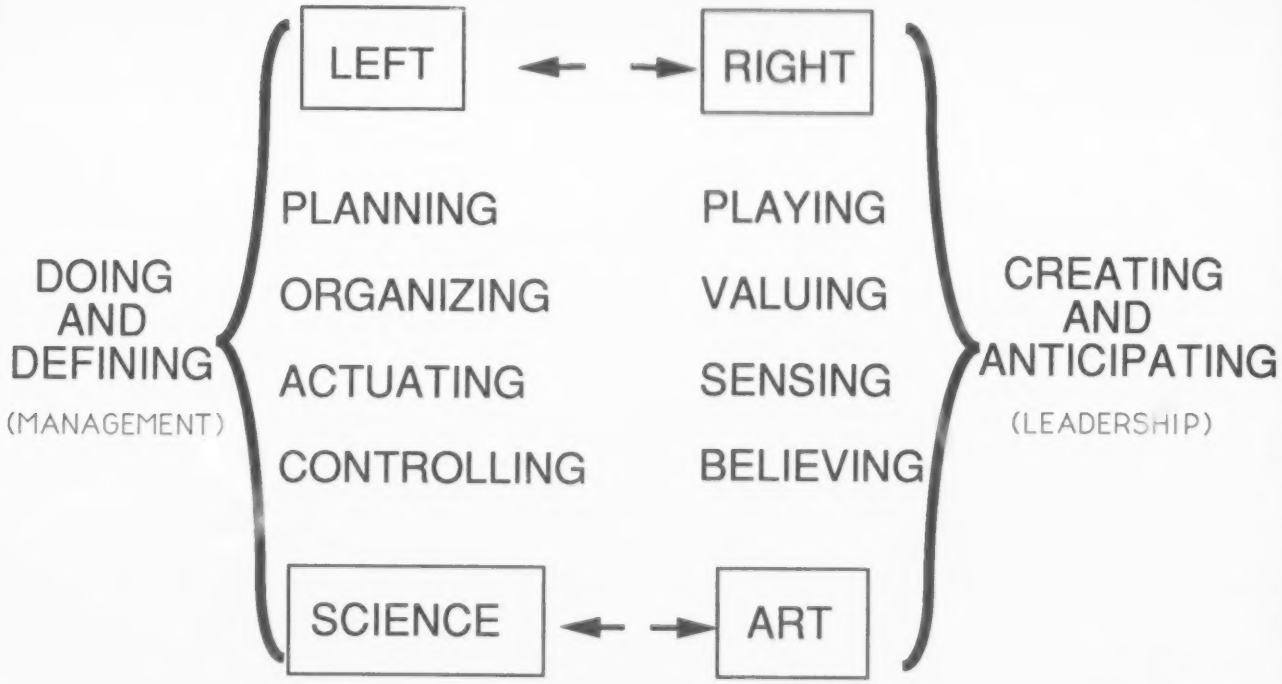

Figure 2

Effective Leadership[1]

	Structural	Human Resource	Political	Symbolic
Leader is:	Social architect	Catalyst, servant	Advocate	Prophet
Leadership Process:	Analysis, design	Support, empowerment	Advocacy, coalition building	Inspiration, framing experience

Ineffective Leadership

	Structural	Human Resource	Political	Symbolic
Leader is:	Petty tyrant	Wimp, pushover	Con artist, hustler	Fanatic, fool
Leadership process:	Management by detail and flat	Management by abdication	Management by fraud, manipulation	Management by mirage, smoke and mirrors

[1]From Lee G. Bolman and Terrence E. Deal, *Reframing Organizations: Artistry, Choice and Leadership.* San Francisco: Jossey-Bass, expected January, 1991.

Here is one "social invention" that resulted from these "thinking globally" constructs--one that I believe has meant "acting locally" to the benefit of staff and students. Five years ago at Clackamas Community College, we decided to restructure and redefine our decision-making process. We abandoned the traditionally accepted practice of a "deans only" President's Council, expanding it to include the Presidents of the faculty, classified, and student associations. The President's Council meets once a week for a two-hour period to discuss all matters of college-wide importance. Except for matters relating to personnel, real property transactions, and collective bargaining matters where confidentiality is of major concern, the President's Council is the group with final responsibility for planning and monitoring the organizational culture, making recommendations to the Board, solving major conflicts.

The Council has provided a mechanism where the college's purpose--"creating lifetime opportunities for success through responsive education"--can be reinforced and seen in the broadest context. It has provided a setting in which all parties are encouraged to think of the "big picture" and to become advocates for the whole rather than for the narrow interests of only their immediate constituents. The Council has developed guidelines for referring matters for referring matters to the Student Services Council, the Instructional Council, and the College Services Council and the three associations. In this sense, it oversees the organizational democracy, and promotes stronger organizational citizenship among all internal constituents.

There are definite advantages of this collaborative approach within the categories of the previously described effective leadership model. This illustrates the blending of thinking globally and acting locally.

The collaborative approach provides the structure for a more comprehensive understanding of the entire organization, where the leader can be a social architect who depends on information more broadly and accurately shared by representatives of all constituencies. It is a structure which serves as an early warning system for developing problems and leads to better ideas.

By assuming the importance of all internal constituents aligned behind the purpose of providing opportunities for student success, we decided to restructure and redefine our it provides a context for support and empowerment of the human resource. The Council framework enables this to occur in a more time-efficient way, eliminating the necessity of separate meetings to explain decisions already made.

This approach also provides the political advantage of placing the leader in a position of advocacy for all constituents where opportunities for coalition building can be more easily recognized and more quickly seized.

Finally, the collaborative approach provides the symbolic advantage for the leader to inspire all constituent leaders and frame experience in a meaningful way for all stakeholders. The information sharing has been the substance for developing stronger and more widely-understood rationales for decisions and policy recommendations to the Board of Trustees. It is a great opportunity to be a cheerleader, with kudos reported in Council minutes which are sent to all staff members. Much of the behind-the scenes lobbying which often leaves the perception of unfairness when decisions are made is eliminated.

Conclusion

The paradigm of thinking globally and acting locally has helped me a great deal. I have organized my thoughts around four recommendations because they describe specific actions which have helped me become a more effective leader than I was ten years ago. Becoming involved in the national agenda, analyzing your experience and striving to broaden it, understanding holistic concepts of leadership and using holistic concepts to guide social invention is advice that I give you. But, please understand the biased character of my thinking. These recommendations have evolved from my own

experience and may not mesh with your world view. I reluctantly accept the inherent limitations of generalizing from my narrow frame of reference to yours. Advice-giving is always risky business! In some countries they do much less of it than we do!

We must be ever vigilant to avoid being trapped by preconceived categories which are too strongly held! So, beware of my categories!

One of my favorite stories which makes this point is about a person who saw someone he thought he recognized while visiting a large city. He approached this person and said, "Johnson, what has happened to you? You used to be tall and now you're short; you used to be heavy and now you're thin. Is this what the city has done to you?"

The second person replied, "My name isn't Johnson."

Whereupon the first person exclaimed, "So, you've changed your name, too!"

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APPENDIX A

Session Outline

MANAGING THE DIVERSE WORKPLACE

APPENDIX A

Session Outline

MANAGING THE DIVERSE WORKPLACE

Janice Hannah
Todd Ewing
Hannah Ewing and Associates
Columbia, South Carolina

PERSPECTIVE

Racial and cultural changes are inevitable; therefore, we need to plan for and capitalize on the positive attributes of them. The alternative is simply reacting to tensions caused by racial incidents.

CHALLENGE AND OPPORTUNITY

Our nation's increasing racial diversity creates challenges and opportunities for all American institutions. The challenge for colleges and universities is to become microcosms of "Unity in Diversity." The opportunity is to optimize recruitment and retention of students and faculty while at the same time preparing students to live in a multicultural society.

WORKSHOPS OFFERED

Hannah and Associates offer workshops and lectures on how to manage and develop racial and cultural diversity on college campuses. When these issues are addressed comprehensively, and from a position of strength, unity in diversity will be created. Within this framework there will be no losers.

INTRODUCTION:

- Background of facilitators.
- Objectives and agenda of session.
- Philosophy of inclusivity.
- Identifying strengths of diversity.
- Identifying difficulty of dealing with differences.

ATTITUDES:

- Examination of key attitudes for successfully communicating across and about other cultures.
- Examine qualities necessary to effectively deal with and appreciate diversity.
- Critical issues: What training have we had in developing these qualities? What are the key qualities? How can I develop them?

BASIC HUMAN NEEDS AND WANTS:

- Understanding of the basic needs and wants all humans share.
- How we can structure our interactions to ensure that these wants and needs are being met, realizing that failure to do so blocks communication.

COMMUNICATION STYLES:

- Understanding communication style differences between the majority and minority population.
- Examine the psychosocial barriers to listening with empathy and respect.

CULTURE AND RACE

- Components and significance of culture.
- Cultural characteristics.
- Dynamics of cross-cultural interaction.
- Components and significance of race.

PERCEPTIONS AND PREVALENT VIEWS:

- Examining prevalent views of races and cultures in American society.
- Understanding the impact of perceptions, prevalent views, and stereotypes on cross cultural communication.

ADDITIONAL SOLUTIONS:

- Competitive/Cooperative model.
- Consultation and listening skills.
- Learning and practicing how to dialogue about sensitive issues.
- Problem solving model.
- Sharing what can be done; both individually and collectively to promote increased understanding and unity.
- Personal contract.
- Evaluation by participants of the session.

METHODOLOGY:

We use an interactive method of instruction, including large and small group discussions, role playing, individual exercises and assessments.

APPENDIX B

"PROJECT ACTION" WORKSHEETS

* STUDENT DIVERSITY

* INSTITUTIONAL EFFECTIVENESS

* RESEARCH ON STUDENT SUCCESS

* LEADERSHIP

* STAFF DEVELOPMENT

Appendix B

"Project Action" Worksheets

"Project Action" is a new interassociation project that has been designed to stimulate involvement and action-oriented responses to the five topic national agenda. A critical initial step in the project includes field research about current and planned activities of practitioners related to these agenda topics.

Thus five worksheets are included in this appendix. Professionals are encouraged to use this format and submit information on these important topics. Project directors, Deborah Floyd and Charles Dassance, will coordinate the project and compile the results.

All completed worksheets and materials should be sent directly to:

Dr. Charles "Chick" Dassance
Vice President and Provost
Florida Community College/Jacksonville
3939 Roosevelt Blvd.
Jacksonville, FL 32205
FAX (904) 387-8162
Phone (904) 387-8234

STUDENT DIVERSITY

With increasing numbers of students coming to college with different cultural backgrounds, ages, learning abilities, and special needs, student affairs should address the following questions:

* What are the ethical issues associated with admitting students whose learning needs cannot be met by the college?
* How can student and staff attitudes be developed to foster sensitivity toward and appreciation of difference in others?
* How do institutions actively promote staff diversity?
* How do institutions evaluate programs and services to assure that the diverse cultural needs of students are met?

NATIONAL RESPONSE: (List the most significant examples of national initiatives which are addressing the implications of student diversity issues.)

STATE RESPONSE: (Please indicate ways in which state agencies and organizations maintain diversity as a priority and encourage addressing all of the issues which are part of the challenge of student diversity.)

COLLEGE RESPONSE: (Please list programs and plans which are employed on your campus to encourage and accommodate the special needs when addressing the student diversity issue.)

INDIVIDUAL RESPONSE: (Please indicate ways in which you and/or staff are addressing student diversity issues.)

RELEVANT RESOURCES: Please list significant writings, books or individuals that have addressed the different aspects of student diversity.

Attach additional sheets if necessary and send to:

Dr. Charles "Chick" Dassance
Florida Community College at Jacksonville
3939 Roosevelt Blvd.
Jacksonville, FL 32205
FAX (904) 387-8162

INSTITUTIONAL EFFECTIVENESS

Defining and measuring institutional effectiveness, including the assessment of student outcomes, offers a significant opportunity for student affairs professionals. Questions to be addressed are:

- How can student affairs collaborate to assure that student development outcomes (e.g., self-direction, independent decision-making, clear purpose, etc.) are included among community colleges statements of expectations for students?
- What institutional effectiveness indicators should be stated for the student affairs program?
- What mechanisms are appropriate for measuring student development outcomes?

NATIONAL RESPONSE: (Please list other national initiatives which assist and/or encourage measuring institutional effectiveness.)

- In conjunction with the National Council of Instructional Administrators (NCIA) and American College Testing (ACT), NCSD has provided the leadership for Project Cooperation, a mechanism which provides for a comprehensive review of student outcomes.

STATE RESPONSE: (Please list ways your state agencies and/or organizations provide opportunities to measure institutional effectiveness)

COLLEGE RESPONSE: (Please indicate how your college measures institutional effectiveness and provide a brief rationale for the indicators which are used on your campus.)

INDIVIDUAL RESPONSE: (Please indicate ways in which you personally encourage measuring institutional effectiveness.)

RELEVANT RESOURCES: (Please list related information which you feel provides an appropriate model for measuring institutional effectiveness.)

Attach additional sheets if necessary and send to:

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RESEARCH FOCUSING ON STUDENT SUCCESS AND CONTRIBUTING TO THE BODY OF HIGHER EDUCATION LITERATURE

It is important for student affairs practitioners to conduct research within their area of professional interest. Moreover, representation in published research related to student affairs in two-year colleges is inadequate. Questions to be addressed are:

- What skills do student affairs professionals need in order to conduct applied and/or publishable research?
- How can practitioners in student affairs be encouraged to publish their research, ideas, and share the results of their efforts?
- How can graduate-level preparation programs be encouraged to direct research to student affairs in two-year colleges?

NATIONAL RESPONSE: (Please indicate national organizations, agencies, etc. which encourage the publication of research with student affairs in the two-year colleges.)

STATE RESPONSE: (Please site examples of how state organizations are encouraging publication of works within the student affairs at two-year colleges.)

COLLEGE RESPONSE: (Please list examples of how your college encourages their student affairs staff to publish.)

INDIVIDUAL RESPONSE: (Please indicate ways in which you have encouraged your staff or yourself to pursue publication opportunities.)

RELEVANT RESOURCES: (Please recommend individuals, journals, etc. which can be helpful in encouraging student affairs professionals.)

Attach additional sheets if necessary and send to:

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LEADERSHIP

Student affairs professionals, individually, and collectively, must promote the development of leadership within the profession. Questions to be addressed are:

- What can institutions do to promote and support leadership development in student affairs?
- How can student affairs graduate-level preparation programs be encouraged to include leadership development opportunities for individuals preparing for or working in two-year colleges?

NATIONAL RESPONSE: (Please list other national initiatives which you feel promotes leadership development within our profession.)

- NCSD leadership have been meeting collaboratively with representatives of ACPA and NASPA to address the issue of encouraging relevant academic preparation at a graduate level for student affairs professionals with aspirations to work in a two-year college.

STATE RESPONSE: (Please indicate ways in which leadership development among student affairs professionals within your state are encouraged.)

COLLEGE RESPONSE: (Please list ways in which your college initiates leadership development within the student affairs ranks and encourages the development of graduate-level programs highlighting two-year colleges.)

INDIVIDUAL RESPONSE: (Please list ways you have individually encouraged the leadership development among your student affairs staff or for yourself.)

RELEVANT RESOURCES: (Please list the name of individuals, programs, etc. you feel could be helpful in achieving this objective.)

Attach additional sheets if necessary and send to:

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STAFF DEVELOPMENT

Assuring staff competency and vitality through staff development.

Especially for practitioners who have been in their role for many years, there is a critical need for updating skills and maintaining attitudes supportive of professional growth. Questions to be addressed are:

* What are the skills necessary for practitioners in student affairs to be effective in their roles?
* What can institutions do to promote and support staff development opportunities for student affairs professionals?

NATIONAL RESPONSE: (Please list other examples of other national programs which promote staff development.)

* Leadership 2000 - With the League for Innovation and the University of Texas, NCSD co-sponsored an international conference to promote effective leadership.
* Annually, NCSD sponsors a leadership colloquium in an effort to focus on major issues impacting student development.

STATE RESPONSE: (Please list programs, workshops, etc. which provide for staff development within your state.)

COLLEGE RESPONSE: (Please list staff development opportunities which are offered on your own campus.)

INDIVIDUAL RESPONSE: (Please list ways in which you encourage staff development opportunities for your own staff and/or yourself.)

RELEVANT RESOURCES: (Please list any resources on back of this page which you feel, support, and encourage staff development.)

Attach additional sheets if necessary and send to:

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